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ABSTRACT

A project was conducted to provide women, minority, veteran, and handicapped college students with a structured cooperative education work experience which would enhance career selection and mobility and provide supervised employment in fields related to the students' interests and academic majors while supplying the employers with trained workers. Seventy-two students were placed in supervised work-training positions with fifty-three participating employers during the 1975-76 academic year. Both the students and employers involved in the project evaluated it positively. Placing handicapped and minority male students at work-training stations proved to be the most difficult task. One hundred seven responses to a questionnaire mailed to 234 community college cooperative education programs indicated that the programs most affected by the 1975-76 economic recession were in the east, south, and central areas of the country and that there was an improvement in the economy in the first quarter of 1976. Eighty-eight responses to an extensive questionnaire sent to 400 local employers indicated that they also perceived an economic upswing but hesitated to participate in the project because they could not justify hiring part-time student workers while laying off full-time workers. (A project description; student evaluation, community college, and employer questionnaires; and summaries of narrative responses to questionnaire items are appended.) (EM)

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FINAL REPORT

Project No. 498AH50301
Grant No. G007500394

MOBILITY THROUGH WORK EXPERIENCE EDUCATION

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November, 1976

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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AUTHOR'S ABSTRACT

Purpose of Report

This report describes and evaluates a one-year, federally supported project at Tidewater Community College called Mobility Through Work Experience. This Project was designed to provide women, minority, veteran, and handicapped students at the College with a carefully structured exemplary cooperative education experience which would enhance career selection and mobility, and provide supervised employment in occupational fields related to the students' career interests and academic majors while supplying the employer with trained workers from the affirmative action group (women, minorities, veterans, and handicapped).

Approaches Used

Employer Recruitment

One hundred eighty-six (186) local employers were personally visited and invited by the Mobility Through Work Experience staff to participate in the Project. Fifty-three (53) of the employers personally contacted participated in the MTWE Project.

Student Recruitment

During academic year 1975-1976, one hundred thirty-four (134) students applied to participate in the Mobility Through Work Experience Project. Seventy-two (72) students were enrolled in the Project through the Cooperative Education Office and placed in supervised work training positions with participating Tidewater area employers.

Survey of the Impact of MTWE on Attitudes and Goals of Student Participants

The seventy-two (72) student participants in the MTWE Project were asked to evaluate the success of the project. Thirty-two (32) responded to a questionnaire and ninety-three percent (93%) evaluated the MTWE Project positively.

Survey of the Impact of the 1975-1976 Recession on Affirmative Action Efforts in Cooperative Education

In February, 1976, a questionnaire was mailed to two hundred thirty-four (234) community college cooperative education programs requesting data on the effect the 1975-1976 economic recession had on those programs. One hundred fifty-six (156) colleges responded, generating one hundred seven (107) usable replies.

The survey results indicated that the community college cooperative education programs most affected by the 1975-1976 recession were in the east-south-central area of the country. Over half the colleges surveyed indicated an improvement in the economy in the first quarter of 1976. Further survey results are set forth in the body of this report.

Survey of Tidewater Area Employer Interest in Part-time Employment of Tidewater Community College Students

Four hundred (400) local employers were sent an extensive questionnaire asking for information about their utilization of part-time Tidewater Community College students as employees. Eighty-eight (88) employers responded. Over sixty-five percent (65%) of the respondents indicated that they hire part-time workers, but that most part-time workers are hired to meet seasonal and temporary need. College students are not a major source for seasonal and temporary slots. Less than seventeen percent (17%) of the Tidewater area employers polled participate in cooperative education programs. Over half of the respondents indicated evidence of economic recovery in the first quarter of

1976. Additional survey results will be found in the body of this report.

Results and Conclusions

In 1975-1976 the MTWE Project sucessfully placed seventy-two (72) affirmative action group students at cooperative education work-training stations with fifty-three (53) participating employers. Both the students and employers involved in the Project evaluated it positively.

Placing handicapped and minority male students at work-training stations proved to be the most difficult task. Efforts to open the doors of employment opportunity to the handicapped and minority males in particular as well as the entire affirmative action group (women, minorities, handicapped, and veterans) must be continued if the goals of the 1972 Equal Employment Act are to be realized.

Both community college cooperative education programs and local employers surveyed by the MTWE Project indicated that in first quarter 1976 the economy began to show signs of recovery from the 1974-1975 recession.

Some local employers were hesitant to participate in the MTWE Project in 1975-1976 because they were laying off full-time workers and cutting back production. They could not, at the same time, justify hiring part-time student workers. If the perceived economic upswing continues, it is anticipated that more Tidewater area employers would be receptive to projects such as MTWE. In 1975-1976, the groundwork was laid. By institutionalizing the goals and objectives outlined in this final report, Tidewater Community College hopes to continue to build a growing base of enthusiastic employers prepared to hire cooperative education students to help women, minority, veteran, and handicapped students in their desire for upward mobility.

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I. Introduction

A. The Affirmative Action Mandate

Despite positive changes in employment patterns and practices which have occurred in the last decade, women, minorities, veterans, and the handicapped (affirmative action groups) still face many obstacles in their effort to join the economic mainstream of American society. These obstacles have not been totally removed by the passage of the Equal Employment Opportunity Act of 1972, and the subsequent adoption of affirmative action programs by business and industry. Dr. Arthur S. Flemming recently noted that:

> "Employment discrimination is a matter of paramount concern in this country today. It impedes the equitable delivery of services by public and private institutions, and it prevents minorities and women from competing economically in our society. As a result it also limits housing and educational opportunities. Of fundamental importance is the damage it causes the self-respect of those adversely affected."
>
> Arthur S. Flemming, Chairman
> U.S. Commission on Civil Rights
> Letter of Transmittal, The U.S. Civil Rights Enforcement Effort, 1974, Volume V

One avenue for upward mobility is the community college. Community colleges, offering a variety of academic programs for a diverse cross-section of the populace, may play a unique role in assisting affirmative action groups (women, minorities, veterans, and the handicapped) in their assimilation into the mainstream of the work force. Tidewater Community College, since its inception in 1968, has been involved in meeting the needs of affirmative action group students.

Efforts by Tidewater Community College to better serve its women, minority, veteran, and handicapped students is reflected in research efforts and demonstration projects. In 1974-1975, Tidewater Community College researched the impact the affirmative action movement was having on college and university

cooperative education programs. The results of this research have helped the College identify, compare, and analyze exemplary cooperative education programs effectively meeting the needs of affirmative action group students. The results of the research have been reported to all colleges and universities, and have assisted Tidewater Community College in creating its own exemplary cooperative education experience for affirmative action group students. The goals and findings of the 1974-1975 research are set forth below.

B. Research by Tidewater Community College on the Impact the Affirmative Action Movement Has Had on College and University Cooperative Education Programs[1]

The goals and findings of the study were:

Goal: To ascertain the extent to which minorities, women, veterans, and the handicapped are participating in cooperative education and cooperative/vocational programs.

Findings: Cooperative education programs reported that they were experiencing an increase in minority and women student participation.

Of the thirty-four thousand three hundred eighty-five (34,385) enrollment reported by one hundred fifty (150) cooperative education programs, twenty-six percent (26%) were women, eight tenths of a percent (0.8%) were handicapped, thirteen percent (13%) were veterans, and fifteen percent (15%) were male students of minority status.

There was strong evidence that increasing numbers of women, Blacks, and other minority students were entering nontraditional curricula such as engineering and other fields.

Goal: To attempt to identify certain program components or practices which appear to be associated with two (2) and four (4) year programs having high women, veteran, minority, and handicapped student participation.

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[1] E. T. Buchanan III, and G. Michael Sunnucks, Research Designed to Facilitate, Improve, and Develop Cooperative Education Programs and Affirmative Action, Equal Employment Opportunity Programs (Post-secondary Cooperative Education Programs and Minority Student Participation: Enrollment Patterns for Women, Veteran, Minority, and Handicapped Students. Selected Program Characteristics; and Programs Serving Populations with Special Needs), funded by the Department of Health, Education, and Welfare, Vocational Education, Research, Part C, 1974-1975; copies available from the Dean of Student Services, Tidewater Community College, Virginia Beach, Virginia 23456. See also Appendix D.

Findings: There was no conclusive evidence of correlation between high affirmative action group enrollment in two (2) and four (4) year college programs and the nature of those programs. Ongoing research will be needed to determine what factors lead to high affirmative action group participation.

Goal: To identify and highlight selected programs from a national sample which have had measurable success in recruiting, training, and retaining women, veteran, minority, and handicapped students.

Findings: Thirty (30) cooperative education programs from the national sample were identified as having measurable success in recruiting, training, and retaining women, veteran, minority, and handicapped students. Those exemplary cooperative education programs which were uniquely responsive to the needs of affirmative action group students were gathered in profile form and reported to participating institutions in a final report.

In summary, the research indicated that women, minorities, veterans, and handicapped students (affirmative action groups) are availing themselves of the cooperative education experience in increasing numbers, that educators are in general agreement that cooperative education is an effective learning tool for enriching the learning experience of college students, and that cooperative education can supplement and enrich students' classroom learning by providing paid employment in their field of study.

C. Mobility Through Work Experience: A Proposal by Tidewater Community College to Develop a Community-based Partnership with Tidewater Area Employers for the Advancement of Equal Employment Opportunities for Affirmative Action Group Students

Because the 1974-1975 research indicated that cooperative education was agreed to be an effective learning tool and because there was evidence that affirmative action group students were enrolling in cooperative education programs in ever-increasing numbers, Tidewater Community College, Virginia Beach, designed Mobility Through Work Experience, a proposal which specifically tailored cooperative education to the needs of women, minorities, veterans, and the handicapped. The proposal design was based on an examination of program elements in the thirty (30) exemplary cooperative education programs identified in the 1974-1975 research

study. An examination of the thirty (30) exemplary cooperative education programs showed that--although each was unique--most shared certain common elements.

Intervention. Affirmative action group students were identified and agressively recruited by the Cooperative Education Office shortly after enrollment. Students were also closely supervised by the various cooperative education offices to limit failures.

Career Counseling. Programs aimed at meeting the needs of affirmative action group students had some form of career counseling--from testing for vocational interest and aptitude to a discussion of interview techniques and resumé writing.

Academic Incentive. Most of the exemplary programs examined rewarded on-the-job training experience with from two (2) to five (5) credits, dependent upon the number of hours worked per week. In most cases, the students reported and evaluated the experience in an academic paper or project.

Payment for Employment. Not all exemplary cooperative education programs offered pay for work done at the training site. However, most of those which did not offer pay offered some form of remuneration ranging from financial aid for work-study students to the deposit of incentive money in a savings account for the student.

Employer Supervision. Most programs asked employers to give a careful job description to each participating student as well as explicit standards for the successful completion of job tasks. Liaison was maintained between employers and the college sponsors of affirmative action group students in most cases. Most employers were asked to formally evaluate the performance of a student.

The Mobility Through Work Experience Proposal was written taking into consideration these common program elements listed above.

D. Summary

In summary, despite Federal law, affirmative action groups are still making their way into the economic mainstream. Community colleges are one avenue for career mobility for affirmative action group members.

Tidewater Community College has:

-- Been receptive to the affirmative action mandate.

-- Been involved in research to discover the most effective ways to meet the needs of women, minorities, veteran, and handicapped students.

-- Designed and coordinated an exemplary project, Mobility Through Work Experience, to demonstrate that affirmative action group students can have both successful academic experiences as well as successful on-the-job training experiences while enrolled in a carefully designed and supervised cooperative education program conducted with the cooperation of supervising employers fulfilling EEO mandates.

The balance of this document constitues a description, discussion, and evaluation of the Mobility Through Work Experience Project.

II. Mobility Through Work Experience

A. Introduction

In 1975 Tidewater Community College was awarded a one-year research grant from the Vocational Education Research Branch of the U. S. Office of Education, Department of Health, Education, and Welfare to conduct a project entitled "Mobility Through Work Experience" (MTWE).[2] The goals of the Project were to:

-- Recruit, train, and place women, veterans, minorities, and the handicapped for training positions in occupations where minorities lack appreciable representation in the work force.

-- Successfully place sixty (60) or more affirmative action group students in nontraditional training positions in the Tidewater, Virginia region.

-- Maintain a retention rate of seventy-five percent (75%) or more for all Project participants throughout the project year.

-- Develop a working, community-based partnership for training and advancement of equal employment opportunities for minorities through the creation of a Mobility Through Work Experience Advisory Council which represented business and industry, organized labor, public and private employment agencies, manpower commissions, community action committees, and minority advocacy groups.

-- Create a Work Experience Training Bank for affirmative action group students by conducting an employer affirmative action needs survey by occupational field and industry.

-- Create regional awareness of, and enthusiasm for, work experience education for affirmative action group students, and generate attitudinal change regarding the employability of those students.

B. Administrative Structure

The Mobility Through Work Experience Project began in July, 1975. The first task was the development of an administrative structure which could:

-- Establish program objectives and priorities.

-- Publicize the Project to faculty and staff, and recruit both employers and affirmative action group students.

A coordinator, reporting to the Dean of Student Services (MTWE Project Director), and a full-time secretary were hired. The MTWE staff was housed in

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[2]See Appendix A. Item 2, for Project Narrative.

the Office of Cooperative Education and Placement at the Virginia Beach Campus of Tidewater Community College. The Cooperative Education and Placement Office was chosen since this office had a base of potential employers and affirmative action group students on which to build the MTWE Project. This office also provided access to the daily Virginia Employment Commission Microfiche of all available jobs in the Tidewater area.

Three (3) part-time faculty assistants were hired for the Project: One (1) from the Humanities and Social Science Division of the Chesapeake Campus, one (1) from the Industrial and Public Service Technologies Division of the Frederick Campus, and one (1) from the Business Division of the Virginia Beach Campus. This array of faculty gave representation to virtually all of the curricula of the College. The faculty members who assisted in the implementation of the Project were chosen on the basis of their special interest in helping obtain employment for affirmative action group students.

After the staff was hired and briefed on Project goals and procedures, the second task, establishment of priorities, was addressed.

C. Establishment of Priorities

Four priorities were established at the outset of the Project:

-- To recruit and train from a field of one hundred fifty (150) candidates, sixty (60) affirmative action group students for part-time positions in job categories which were related to the students' curriculum. Of this number, five percent (5%) were to be handicapped, forty percent (40%) women (including minorities), fifteen percent (15%) veterans, and forty percent (40%) minority males.

-- To counsel, supervise, and evaluate the affirmative action group students and maintain liaison with employers to retain at least seventy-five percent (75%) of the students for one quarter or more.

-- To develop an Advisory Council made up of leaders of business, industry, community service programs, organized labor, public and private employment agencies, manpower commissions and minority advocacy groups. This Council was to help establish priorities and goals and to promote the MTWE Project in their respective agencies and in the community. The Advisory Council was also to assist in obtaining suitable training positions for affirmative action group students.

-- To create a Work Experience Bank by identifying positions in the industrial, commercial, and service employment sectors which had low affirmative action group participation.

As the Tidewater area continued to experience the effects of the 1975 recession, two (2) other priorities emerged:

-- To compare the Tidewater Community College service area experience with that of service areas of other two-year college cooperative education programs across the nation to see if the depressed economy was adversely affecting other community college cooperative education job placement programs.[3]

-- To find out if Tidewater area employers are interested in part-time employment of Tidewater Community College students.[4]

D. Calendar of Target Dates

After the staff was hired, the administrative structure established, and program priorities were determined, a calendar of target dates for the completion of Project goals was developed. This calendar is set out below.

September 5 -- Completion of preliminary briefings with College Division Chairmen and Cooperative Education Coordinators.

September 30 -- Mass mailing of invitations to participate in MTWE Project to four hundred (400) key business, industrial, and civic leaders in the Tidewater metropolitan area (see Appendix A, Item 3 for invitation).

November 20 -- First Advisory Council meeting held.

December 13 -- Twenty (20) students who fit affirmative action group profile are enrolled in program and are under academic, employer, and counseling supervision.

One hundred (100) prospective students have been identified for the student bank.

Thirty (30) prospective employers are identified for the employer bank.

Completion of development of Tidewater high school distributive education liaison.

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[3]See Section II., MTWE, Item L., Results of Survey of the Impact of the 1975-1976 Recession on Affirmative Action Efforts in Cooperative Education Programs at Selected Community Colleges.

[4]See Section II., MTWE, Item M., Results of Survey of Tidewater Area Employer Interest in Part-time Employment of Tidewater Community College Students.

February 24 -- Survey measuring the impact of recession on community college cooperative education programs mailed (see Appendix A, Item 4, for survey questionnaire and letter).

March 3 -- One hundred twenty-five (125) prospective students identified for student bank.

Twenty (20) additional students enrolled in program.

Sixty (60) prospective employers identified for employer bank.

Second meeting of Advisory Council.

Survey measuring employer interest in part-time employment of college students mailed (see Appendix A, Item 7, for survey questionnaire and letter).

June 13 -- One hundred fifty (150) students identified for student bank.

Twenty (20) additional students enrolled in program.

Eighty (80) employers identified for employer bank.

June 30 -- Completion of final report.

In March, 1976, a grant extension from June 30 through August 31, 1976, was approved by the Vocational Education Research Division of the U.S. Office of Education to allow the researchers more time to measure the effect of recession upon the MTWE Project. The rationale for the grant extension was that with economic recovery, employers would be more receptive to hiring part-time students from the affirmative action group. Thus, the following modifications were made in the calendar:

June 30 -- Completion of computerized research data.

July 30 -- Completion of collation of research data.

August 31 -- Completion of final report.

E. The Advisory Council

In September, 1975, twenty (20) contacts were made to find suitable members for the Advisory Council of the MTWE Project. In addition to the Project Coordinator and three (3) Tidewater Community College faculty members working on the Project, the following fourteen (14) persons became members of the council.

-- An officer in a disability organization which was dedicated to increasing the mobility of handicapped students.

-- A vice-president of a local retail auto dealership.

-- The manager of a local motel in a national motel chain.

-- A retail department store warehouse manager.

-- The president of a local resins research/manufacturing firm.

-- A newscaster from a radio station serving primarily the Black community.

-- A career development specialist from a career planning agency.

-- The personnel director of an area city.

-- The president of a professional association of women construction industry workers.

-- The director of the local federally funded manpower agency.

-- The deputy director of a civilian manpower division serving the personnel offices of the local military bases.

-- A civil service equal employment officer.

-- The executive assistant to the director of a human resources development institution (of a local labor union).

-- A counselor from a local high school distributive education program.

The Advisory Council met twice during the project year on a formal basis. However, members of the Council were frequently consulted on an individual basis.

Leads for job training positions were developed through the Council's members. The MTWE Coordinator was asked by Council members to address meetings of civic, construction, and civil service groups.

The members of the Council have been asked to continue to serve in an advisory capacity to the Cooperative Education Office of the Virginia Beach Campus.

F. Recruitment of Employers[5]

Invitations to participate in the MTWE Project were mailed to four hundred (400) Tidewater area employers and civic leaders. The invitation contained a description of the MTWE Project and requested an opportunity for an interview. Twenty (20) of the four hundred (400) firms receiving invitations to participate requested further information. The MTWE Coordinator called on these twenty (20)

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[5]Since the MTWE Project was begun in July, 1975, at the depth of the national recession, the recruitment may have been negatively affected. For a full discussion of the economic effects of the recession upon the unemployed, see James P. Gannon, "After The Turn, As Recovery Comes It Won't Mean Jobs for Many Unemployed," The Wall Street Journal, April 29, 1975. In this article, the depth of the recession is cited as well as economic analysts' fears of political, social, and economic effects: "The U.S. economy is suffering the worst recession since the Depression of the 1930's . . . What are the prospects for recovery? What will recovery mean for unemployment? The nation's economists are nearly unanimous in predicting that the recession will bottom out soon and recovery will get started this fall. But what the economists mean by a recovery may be of little benefit to the laid-off construction worker, the housewife unable to find a part-time job, or the June college graduate with no prospect of employment. For many such people the end of the recession may be a long way off. The Urban Institute, a Washington-based research outfit, recently completed a study of the recession's likely impact on job-market conditions for various worker groups. The study compared prospective employment conditions in 1976. A leading conclusion is that many discouraged job seekers will drop out of the labor market. The Urban Institute economists count 4.3 million recession victims in 1976. For White women aged 25 to 59 the jobless rate is 5.9% but there is also a massive drop out of 1.2 million discouraged women who give up the job search. For Black teenage males the jobless rate jumps to nearly 36%. The discouragement effect is much higher among Black teenagers."

Tidewater area employers (including major utilities, ship-building, and the automotive industries) pointed out to the MTWE Coordinator that full-time workers were being laid off and that the construction industry was at a standstill in the fall of 1975. In addition, the Federal Government Civil Service (a principal Tidewater employer) was experiencing substantial position reductions.

The MTWE Coordinator was also advised that many other local educational institutions were making similar efforts at job development. The MTWE Project was requesting the same kind of training positions in the same sectors as were distributive education and vocational education departments from area high schools, cooperative education programs from both local and non-local four-year colleges, the National Alliance of Businessmen, and other labor and human service programs.

Area employers also stated that it would have been easier to make a commitment to participate if the MTWE Coordinator had been requesting unpaid internships, rather than paid positions. The requirement of a paid position was a difficult one for employers who were cutting back the work force and reducing wages.

responding firms, and determined that five (5) firms were able to participate in the MTWE Project. The MTWE Coordinator called on an additional forty-five (45) prospective employers. From this group, twenty-six (26) more participating employers were identified for a total of thirty-one (31) cooperating employers.

Three (3) Tidewater Community College faculty members provided additional administrative support for the project, including calling on prospective employers. These three (3) faculty members contacted a total of one hundred six (106) prospective employers (thirty-six (36) by the Virginia Beach Campus representative, forty-eight (48) by the Chesapeake Campus representative, and twelve (12) by the Frederick Campus representative). In addition, the Cooperative Education Coordinators from the three (3) Tidewater Community College campuses assisted in both student and employer recruitment.

The MTWE Project staff called on prospective employers in these fields:

Farm machinery distribution
Federal Government Civil Service
State Civil Service
City Civil Service
Television communications
Metropolitan transportation
Interstate transportation
Metals manufacturing
Retail dry goods sales
Retail automotive sales
Industrial construction
Home construction
Property management
Banking industry
Public education
Telephone communications
Medical services
Pharmaceutical distribution
Hospitality industry
Food service industry
Insurance industry
Real estate industry
Laundry industry
Career management
Organized labor
Electronics manufacturing
Utilities industry
Cash register manufacturing
Resins manufacturing
Fertilizer manufacturing

The number of employer recruiting telephone calls and personal visits is summarized below:

Telephone Calls

390	MTWE Project Coordinator
150	MTWE Project Secretary
87	Chesapeake Campus Part-time Faculty Assistant
51	Frederick Campus Part-time Faculty Assistant
75	Virginia Beach Campus Cooperative Education Coordinator
40	Virginia Beach Campus Part-time Faculty Assistant
793 TOTAL	

Personal Visits

65	MTWE Project Coordinator
48	Chesapeake Campus Part-time Faculty Assistant
12	Frederick Campus Part-time Faculty Assistant
25	Virginia Beach Campus Cooperative Education Coordinator
36	Virginia Beach Campus Part-time Faculty Assistant
186 TOTAL	

As a result of the ongoing employer recruitment effort, the MTWE Project will turn over to the Cooperative Education Offices of the Tidewater Community College a file of fifty-three (53) participating employers and twelve (12) other employers who have indicated a willingness to participate in the future.

G. Recruitment and Placement of Students

The recruitment and placement goals for the MTWE Project were:

-- To develop a file of one hundred fifty (150) affirmative action group students who fit the MTWE Project student profile.

-- To place sixty (60) affirmative action group students in career-related work training positions, preferably nontraditional in nature, during academic year 1975-1976. Of the sixty (60) students, five percent (5%) were to have been handicapped, four percent (4%) women (including

minorities), fifteen percent (15%) veterans, and forty percent (40%) minority males.

One hundred thirty-four (134) affirmative action group students were recruited for possible participation. The number of students recruited was deliberately closed at one hundred thirty-four (134) to not offer false hope to students when jobs were not available.

The one hundred thirty-four (134) students who were recruited were of the following ethnic and sexual groups:

White Females	36
White Males	7
Black Females	27
Black Males	28
Filipino Males	7
Spanish Surname Males	3
Handicapped Females	3
Handicapped Males	2
Veteran Females	7
Veteran Males	14
	134 TOTAL

The MTWE Project goals for placement of students in employment training positions were:

Number of Students To Be Placed		Percentage of Students To Be Placed
3	Handicapped	5%
24	White Female Minority Female	40%
24	Minority Male	40%
9	Veteran Female Veteran Male	15%
60		100%

The actual number of students placed in employment training positions and their percentage of the total seventy-two (72) placed were:

Number of Students Placed		Percentage of Students Placed
2	Handicapped	2%

33	White Female	45%
10	Minority Female	15%
6	Minority Male	8%
7	Veteran Female	10%
14	Veteran Male	20%
72	TOTAL	100%

H. Supervision and Evaluation of Students

The procedures for supervising students was developed from those procedures used by the Tidewater Community College, Virginia Beach Campus Cooperative Education Office. When a suitable MTWE training position was found, a MTWE student was enrolled in the appropriate Cooperative Education course listed in the College Catalog. Depending on the number of hours of work each week, the MTWE student could earn from one (1) to five (5) credits per quarter. The training positions were generally for twenty (20) hours per week for a total of four (4) credits. The employer and student were asked to evaluate the student's performance.

Other evaluation techniques included:

-- Preparation of two (2) academic papers per quarter by the student for evaluation by the MTWE Coordinator. One of these papers was a job description and the other was a job evaluation.

-- At least two (2) conferences were held between the MTWE Coordinator and the student each quarter to discuss the student's progress at the job training site.

-- A training film and workbook entitled "So You're Hired" was made available through the Learning Resources Center. By completing the workbook each student was able to evaluate his or her interview skills, learn the basics of interview techniques, and begin to write a resumé.

-- Letter grades were assigned at the end of each quarter based upon the combination of employer and MTWE Coordinator evaluation.

If the employment training was satisfactory for the student and the employer, the student continued in the job beyond the initial academic term, and additional criteria for evaluation was developed on an individual basis. When

a student was retained for more than one quarter the most commonly used evaluation instrument was the Cooperative Education Meaningful Learning Objectives Workbook.[6]

I. Reports by Participating Tidewater Community College Campuses

1. Chesapeake Campus

a. Project Accomplishments

Twenty-eight (28) Chesapeake Campus students participated in the MTWE Project during the 1975-1976 academic year (including the 1976 summer quarter). All participants completed their work experience as scheduled and earned from one (1) to five (5) academic credits. Based on all criteria, the Project accomplished all major goals and served to facilitate the following Campus work experience objectives:

-- To help the student to perform with greater competence in particular work-related skills.

-- To help the student evaluate his/her own interest in a given occupation.

-- To assist employers in recruiting trained employees, particularly those of minority status.

-- To help the College make greater use of existing community resources for the enhancement of educational programs.

-- To assist the College in helping area employers meet specific affirmative action goals.

Student evaluations of their assignments were complementary to the Project and Project goals. Many students expressed appreciation at having the opportunity to gain "real life" work experience and to gain a deeper understanding of public and private management procedures. In this regard, several student placements warrant special mention: three (3) female offenders attended horticulture classes while gaining practical work

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[6]See Appendix C, Cooperative Education Meaningful Learning Objectives Workbook, Tidewater Community College, Virginia Beach Campus.

experience in the field with the Norfolk Parks Department; a housewife with six (6) children served as a biology lab instructor and in the process was able to clarify her educational and occupational goals; several Black male students worked in out-reach units of the Norfolk Juvenile Court where they served as probation officer trainees (it is anticipated that at least one (1) of these students will be offered full-time employment after graduation); a Black male majoring in Business Management trained with a local bank; and a Black female accounting major interned with a major automobile manufacturer (this student has since joined this firm as a regular employee).

b. Cooperating Employers

For the most part, cooperating employers were highly satisfied with the Project, its goals, and management. Most important, ten (10) firms have expressed a desire to continue the Project mission after the funding period has ended. Clearly the rapport and contacts established during the Project will benefit Chesapeake students for many years to come.

c. Program Limitations and Recommendations

While the majority of MTWE objectives were achieved there were numerous obstacles. The most notable of these are as follows:

-- Not all employers, particularly those with twenty-five (25) employees or less, were as concerned with affirmative action as was originally thought. Many believe that EEO is an infringement on private enterprise and is a potentially disruptive force among their employees.

-- The economic down-turn of recent years and accompanying high unemployment prevented many employers from offering their full support to the Project. Future work experience programs of the MTWE variety will enjoy a better placement rate if and when the economy improves.

-- Many employers remain convinced that two-year students lack the skills necessary for entry-level employment. Clearly, much more work needs to be done to gain public confidence in community college education.

-- Some students were hesitant to join the Project for fear of

being labeled as "special need." This suggests that future programs should pursue the "soft sell" approach to both students and employers.

-- Many minority students did not participate because they could earn more through regular support channels. This suggests that minority students need to be encouraged to participate in work experience programs because of its value as work experience.

-- Student participation in nontraditional occupations was limited by the fact that very few minority students are majoring in nontraditional curricula. As noted, the Campus plans to more vigorously recruit minority and women students for such fields as accounting, marketing, and business management.

d. Impact on Campus Affirmative Action Program

In retrospect, the MTWE Project has also served to sensitize and provide direction to the Campus in developing its own affirmative action program. For example, the Campus has recently developed a series of internships for veterans. It is anticipated that other jobs will be developed for other specific minority populations in the months ahead. Other important Campus affirmative action objectives for 1976-1977, which reflect the MTWE mission, include the following:

-- To increase recruiting efforts among minority populations in the Chesapeake area.

-- To establish regular visitations to high schools with high minority enrollment.

-- The development of special seminars for low-income students on how they can finance a college education.

-- The initiation of short-term trade programs designed for low-income students who must work during the day.

-- To encourage minority students, through expanded counseling services, to enter nontraditional fields of study.

-- To reduce the attrition rate among minority and women students by at least ten percent (10%) over the past year.

2. Frederick Campus

a. Project Accomplishments

The MTWE Project at the Frederick Campus placed two (2) of ten (10)

applicants. The first was a Black female clerical studies student. At the beginning of her enrollment in the Project her ambition was to complete a one-year clerical studies certificate. At the end of her first quarter she had decided to continue her academic career with the ultimate goal of a career in Office Management. This goal was fully supported and encouraged by her work supervisors at an electronics manufacturing firm.

The second student was a White female factory worker in the same electronics firm who felt that she was working at a level below her potential capabilities. She applied for and was accepted into the MTWE Project with the approval of her work supervisor and enrolled in pre-engineering courses at Tidewater Community College. A work-training program was worked out whereby she not only continued her regular job duties but was given training which would help her in the accomplishment of her engineering career goals.

Both of these students positively evaluated the MTWE Project and indicated that the Project positively affected them in their choice of career goals.

b. Cooperating Employer

The electronics manufacturing firm which participated in the MTWE Project was fully satisfied with the work performance of the MTWE Project students while they worked toward academic goals. The firm was further satisfied that its own involvement in the Project had helped to meet affirmative action goals and facilitate in-house promotion of employees. It is anticipated that the firm's positive experience will lead to continued participation in work-study programs at the Frederick Campus.

c. Program Limitations and Recommendations

The economic downturn and high unemployment rate in the Tidewater area in 1975-1976 put severe limitations on the MTWE Project at the

Frederick Campus. Many of the twelve (12) employers personally contacted expressed approval of the goals of the Project but were prevented from active participation by adverse economic conditions.

Despite the obstacles to getting jobs in a depressed economy, ten (10) students who applied for participation in the Project were positively affected by the time spent in career counseling. At the same time, employers were made familiar with the approaches used by community college cooperative education programs utilizing on-the-job training.

Much work needs to be done to convince employers that hiring part-time workers who are also college students will assist those employers in recruiting dependable, highly motivated workers. Employers must also be convinced that employing these workers gives the employer an unusual opportunity to evaluate individuals whom they are considering for full-time positions.

Continued effort will be made by the Frederick Campus to expand employer recruitment for work study positions for affirmative action group students with the understanding that the improved economy will lead to more work stations.

3. Virginia Beach Campus

a. Project Accomplishments

Forty-two (42) Virginia Beach Campus students participated in the MTWE Project. Forty (40) of these students completed their work-training as scheduled and all of these earned at least three (3) academic credits.

The forty-two (42) MTWE Project students were placed in a broad range of training stations related to their curricula, which included:

2	Transportation dispatcher trainee
7	Hospital worker trainees
1	Alcohol research trainee for local law enforcement
2	Television assembly trainees
2	Public school cafeteria management trainees
2	Machine repair trainees
1	Inventory control trainee, retail firm
3	Bank management trainees
1	Real Estate trainee
1	Graphic arts trainee, retail firm
1	Commercial laundry management trainee
2	Draft persons
5	Restaurant management trainees
2	Secretarial trainees
5	Data processing trainees
2	Retail sales trainees
2	Accounting trainees
42	TOTAL

The description of selected student experiences which follow gives insight into the kinds of training situations which were offered.

Black Participants:

Several Black participants in the MTWE Project were placed in training positions which gave them exposure to the management function of the participating firms. In each case these were firms which had not, in the recent past, encouraged minority participation at the management level.

Specifically, one Black male business administration student, with plans to complete a bachelor's degree, was hired as a part-time teller in a resort area branch bank which had never had a Black teller. The student was enrolled in the new employee training program, was evaluated positively by his supervisor, and encouraged by the bank to consider a career in management with the firm.

One young Black female student came to the Virginia Beach Campus after being out of high school four (4) years. She sought training in secretarial science so that she could support her infant son. She was placed by the MTWE Project as a full-time secretary at a commercial laundry with the specific understanding that she would be given the full range of office management

training. The laundry in which she was placed employs many Black laborers but had never had a Black office worker. In effect, this student had to perform with maturity and poise while she integrated a secretarial pool. At the same time she was given exposure by her supervisor to all phases of office procedures. The student handled her tasks capably and was highly evaluated by both staff and management. She says of her experience, "I am very grateful for what the MTWE Project has done for me. I am able to manage at home, school, and everywhere better. I'm still working and enjoying it. I hope projects like this continue because there are so many people who are in a bind and need special assistance."

Mature Female Participants

In several instances mature women were helped by the Project. In two cases older female public school cafeteria workers joined the Project by enrolling in food services management courses. These courses enabled them to utilize their extensive practical work experience in learning management skills. The public school supervisors approved the Program, read the academic papers describing cafeteria operations, and commended the students' work.

b. Cooperating Employers

Personal contacts were made with sixty-five (65) prospective employers by the MTWE Coordinator, with twenty-five (25) prospective employers by the Virginia Beach Campus Cooperative Education Coordinator, and with thirty-six (36) prospective employers by the Virginia Beach Campus part-time faculty assistant. From these one hundred twenty-six (126) contacts, forty-two (42) training stations were developed. The participating student was in every case satisfactory to the participating employer. Spelling out the goals, objectives, and guidelines for employer commitment to the MTWE Project had to be most carefully done, but the anticipated

results of this effort are a bank of satisfied employers willing to continue to participate in community college work-study projects in the future.

c. Program Limitations and Recommendations

The MTWE Project was a positive effort to focus attention on the needs of women, minorities, veterans, and the handicapped. While the general objective of placing affirmative action group students in curricula-related job training stations was achieved, there were specific problems related to the Project:

> More than one academic year is necessary to fully advertise an affirmative action project to faculty, staff, and students. Although every effort was exerted to bring the MTWE Project to the attention of all segments of the college population, not everyone understood the MTWE Project goals and objectives before the Project terminated in August, 1976.[7]
>
> Although all prospective employers who were contacted applauded the goals and objectives of the MTWE Project, many could not commit themselves to involvement in a work experience project in 1975-1976 because of the effects of the depressed economy upon their firms. Indications are that placement of students in local companies will increase as the recession bottoms out and the local economy recovers.
>
> Not all employers responded positively to the direct approach of offering student-workers from the affirmative action group. Some of these employers felt that they were already taking EEO guidelines seriously. Others felt that they were being unduly pressured to hire from the affirmative action group. In contrast, other employers welcomed an opportunity to hire affirmative action group students whom they could train for permanent employment.

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[7] Information concerning the Project was announced to students by the faculties of three (3) of the four (4) academic divisions, including the Industrial and Public Service Division, Mathematics and Natural Science Division, and the Business Division. Each faculty member was requested to read an informational memorandum to each class during the fall, winter, and spring quarters. In addition, one hundred (100) letters were sent to students who had been identified by the faculty of the Industrial and Public Service Division as meeting the criteria for the MTWE Project.

J. Length of Student Participation

Of the seventy-two (72) students placed in job training positions during academic year 1975-1976, ten (10) retained their jobs through four (4) academic quarters (one academic year), eleven (11) remained on the job for three (3) quarters, thirty-three (33) remained for two (2) quarters, and eighteen (18) were on the job one (1) quarter.

Number of Students Placed In Job Training Positions	Number of Academic Quarters Enrolled
10	4 Quarters
11	3 Quarters
33	2 Quarters
18	1 Quarter
72 TOTAL	

K. Results of Survey of the Impact of the MTWE Project on Attitudes and Goals of Student Participants

In July, 1976, a survey was conducted to determine the effects participation in the MTWE Project had on the career goals and work attitudes of MTWE students. The survey instrument consisted of four (4) questions and a request for comments. Thrity-two (32) usable responses were obtained.[8] A summary of the responses is set forth below.

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[8] See Appendix A, Item 10, Research on the Impact of the Mobility Through Work Experience Project on the Attitudes and Goals of Student Participants.

See also Appendix A, Item 11, Research on the Impact of the Mobility Through Work Experience Project on the Attitudes and Goals of Student Participants, Comments of Respondents.

1. Do you feel you benefited from participation in the Mobility Through Work Experience Program?

	Yes	No	Total
Black Male	3		
White Male Veteran	7		
Black Male Veteran	2		
White Male Handicapped	1		
White Female Veteran	1		
Black Female	8	1	
White Female	8	1	
	30	2	32

2. Did your involvement in the Mobility Through Work Experience Program change your career goals?

	Yes	No	Total
Black Male	3	1	
White Male Veteran	6	1	
Black Male Veteran	2	1	
White Male Handicapped	1		
White Female Veteran			
Black Female	6	3	
White Female	4	4	
	22	10	32

3. Did your involvement in the Mobility Through Work Experience Program make easier for you to find employment?

	Yes	No	Already Employed	Total
Black Male	2	1		
White Male Veteran	2	5		
Black Male Veteran	1	1		
White Male Hanidcapped	1			
White Female Veteran	1			
Black Female	5	2	2	
White Female	4	2	3	
	16	11	5	32

4. Were you able to find a job in the field of your choice upon completion of the Mobility Through Work Experience Program?

	Yes	No	Already Employed	Total
Black Male	2	1		
White Male Veteran	4	3		
Black Male Veteran	1	1		
White Male Handicapped	1			
White Female Veteran	1			
Black Female	5	3	1	
White Female	6	1	2	
	20	9	3	32

Certain individual cases are worthy of note:

One young handicapped White male who was completing a program in real estate management was able during the course of his on-the-job training to clarify his career goals by exposure to the many facets of real estate transactions. He became interested in the role of assessor and ultimately won a scholarship to an assessor's school sponsored by the Virginia Association of Assessing Offices. He is currently planning to accept a position in a local city government assessor's office.

A young Black female student changed her curriculum from data processing to management when she found that the local bank at which she was employed through the MTWE Project was seriously interested in training her for a management position. Before having the experience of specific employer direction and encouragement this student had been uncertain about her future plans. She now sees her entry-level job in banking as an essential first step in a management career.

A White male veteran, returning to college after a twenty (20) year service career summed up his involvement this way, "The MTWE Project is what the student makes of it. If the student asks questions on the job and tries to learn as much as possible it is a great experience.

Media Advertising Arts (leading to an Associate in Applied Science Degree in Arts and Design Technology) was the vehicle for success for a young White female married student. Before coming to Tidewater Community College, she had worked in retail display in a small dress shop in another state. Although she had learned much of the craft involved on a limited scale, she did not have the credentials necessary for an entry level retail display career in the local market. Her course work at the College gave her the academic credentials necessary, but there was another obstacle.

She had not had experience in a large retail department store. Through the MTWE Project, she was able to get the necessary academic experience to enable her to work in her chosen field. During her work-training, she discovered some resistence to women in retail display. There was fear that she could not handle a ladder, heavy duty staple gun, and other required tools for the heavy work involved. She was able to convince her cooperating employer that she was competent and received a high recommendation from him. As a spin-off she elected to survey successful female executives in fields related to the advertising arts as part of her academic work and produced a well-written thought-provoking essay on how to be successful female executives in non-traditional fields.

A visually handicapped mature widow with five children (the youngest of whom died of an incurable illness while the mother attended the College) came to the MTWE Project with no work experience background. She was placed as a volunteer in a hospital where she was introduced to filing, receptionist, and bookkeeping skills. Her multiple personal problems prevented her continued participation in the Project, but she was able to say, "My volunteer experience did convince me that I can re-enter the work-force after many years of being out."

When a mature Black male came to the MTWE Project, he had worked for many years as an unskilled laborer in a variety of fields. He was uncertain about being able to handle the academic program. He elected Transportation Management for an Associate Degree in Applied Science and Business Technology. He was placed for his job training with a local metropolitan transportation company. His first task was to help conduct a survey of public transportation users. After that he was allowed to work in the dispatcher's office and with the operational supervisor. These "hands on" tasks helped to build his confidence in his ability to learn. He has now finished developmental studies at the College, is finishing his last quarter, and is confident the transportation company will hire him full-time when he finishes Tidewater Community College.

L. Results of Survey of the Impact of the 1975-1976 Recession on Affirmative Action Efforts in Cooperative Education Programs at Selected Community Colleges

To guage the impact of the 1975-1976 recession a survey instrument of six (6) factual and two (2) perceptual questions was mailed during February, 1976, to two hundred thirty-four (234) selected community colleges with cooperative education programs across the nation.[9] One hundred fifty-six (156) colleges in thirty-seven (37) states responded, generating one hundred seven (107) usable replies. The responses, coded into nine (9) geographical areas used by the Bureau of the Census, were:

Northeast			
	New England	7	
	Middle Atlantic	11	
		18	18
North Central			
	East-North Central	11	
	West-North Central	11	
		22	22
South			
	South Atlantic	25	
	East-South Central	19	
	West-South Central	7	
		51	51
West			
	Mountain	2	
	Pacific	14	
		16	16
			107 TOTAL

[9] See Appendix A, Item 4, Survey Instrument for Research on the Impact of the 1975-1976 Recession on Affirmative Action Efforts in Cooperative Education Programs at Selected Community Colleges. See Appendix A, Item 5, Letter of Introduction for Research on the Impact of the 1975-1976 Recession on Affirmative Action Efforts in Cooperative Education Programs at Selected Community Colleges. See Appendix A, Item 6, Research on the Impact of the 1975-1976 Recession on Affirmative Action Efforts in Cooperative Education Programs at Selected Community Colleges, Comments by Respondents.

The Statistical Packet for the Social Sciences was used to program the nine (9) survey variables. This is a packaged computer program designed for use by social scientists.

Descriptive statistics were used to provide the distributive characteristics of the raw data and variability. Crosstabs of nine (9) variables were run for tests of statistical significance. In general, the results of these crosstabs tell the researcher the possibilities that this particular arrangement of data occurred by chance. In addition, measures of association were used to test the presence or absence of association.

1. Summary of Survey Data

a. Responses

The greatest number of responses fifty-one (51) were from the South, accounting for forty-seven and seven tenths percent (47.7%) of the returned surveys.

The least number of responses two (2) were from the Mountain region. Both responses were from Arizona.

b. Was there any decline in Cooperative Education job slots in your area in 1975-1976?

52%	No decline
37%	Slight decline
11%	Sharp decline
100%	

c. How many students have been in your 1975-1976 Cooperative Education program to date?

35%	Under 50 Students
20%	Between 50-100 Students
20%	Between 100-150 Students
8%	Between 150-200 Students
6%	Between 200-300 Students
6%	Between 300-500 Students
5%	Between 500-2000 Students
100%	

The mean number of students is one hundred sixty (160).

d. Was there any change in 1975-1976 in the quality of job slots offered?

71%	No change
11%	Less meaningful work as regards career goals
18%	More meaningful work as regards career goals
100%	

e. Was there any change in 1975-1976 wages paid to students?

56%	No change
7%	Lower wages
37%	Higher wages
100%	

Ten (10) respondents indicated that the Federal wage increase was responsible for the overall increase.

f. Has placing women, minorities, veterans, and handicapped been more difficult than placing other cooperative education students?

26%	Yes (harder)
74%	No (not harder)
100%	

This question was followed by a request for comments. Thirty-six (36) respondents commented about their answers. These are included in Appendix A, Item 5.

Since many of the comments indicate that affirmative action group students are not even in the programs, then the high percent of responses indicating that it is "not harder" to place affirmative action group students becomes questionable. Also many respondents indicated that there were either few handicapped students in their programs or that handicapped students were extremely difficult to place.

g. Do you see economic indicators in your local region which show an upswing in the labor market in the first quarter of 1976?

64%	Yes (upswing)
36%	No (no change)
100%	

2. Crosstabs of Survey Variables

The following are the conclusions reached from the crosstabs for three sets of variables (the actual crosstabs will be found in Appendix A, Item 6).

a. Was a decline in cooperative education job slots in 1975-1976 related to the geographic region in which the school was located?

The crosstab indicates a strong relationship between these two sets of data (statistical significance, 0.9151).

These areas showed no sharp decline:

New England (Vermont, Massachusetts, Connecticut)

West-South Central (Arkansas, Oklahoma, Texas)

Mountain (Arizona)

These areas showed the sharpest decline:

East-North Central (Ohio, Indiana, Illinois, Michigan)

South Atlantic (Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida)

East-South Central (Kentucky, Tennessee, Alabama, Mississippi)

b. The correlation between meaningful work as regards career goals and upward change in wages was predictable. In no case were higher wages related to less meaningful work. Conversely, in no case was more meaningful work related to lower wages. Therefore, it was perceived by most people that higher wages and more meaningful work went hand in hand.

c. The correlation between an economic upswing in first quarter 1976 and a decline in job slots indicated that where there was an upswing in the economy, job slots also remained stable or increased slightly.

3. Summary

Slightly over half of the responding two-year colleges perceived no decline in cooperative education job slots. Almost forty percent (40%) of the remainder reported a slight decline, while eleven percent (11%) perceived a sharp decline.

The section of the country most affected by recession as perceived by two-year colleges covered parts of two (2) census bureau regions (North Central, South) and comprised an east-central-south area.

Conclusions could not be drawn regarding the difficulty of placing affirmative action group students, with the exception of the handicapped, who were universally perceived as difficult to place.

Wages were generally considered stable with one third (1/3) of the schools indicating an increase. Higher wages were in some cases attributed to increased federal wages.

The quality of job slots remained stable and economic indicators showed an upswing during first quarter 1976 in over half (½) the replies.

M. Results of Survey of Tidewater Area Employer Interest in Part-time Employment of Tidewater Community College Students

In March of 1976, a survey instrument of twenty-four (24) items was sent to four hundred (400) employers in Norfolk, Portsmouth, Virginia Beach, and Chesapeake to determine employer attitudes toward hiring students in part-time positions. Eighty-eight (88) usable responses were received.

1. Descriptive Data

Because the sample was small only descriptive data follow:

a. Responses

Responses were received from the following eight (8) business and industrial categories:

Agriculture, Forestry, Fishing, Marine	4
Construction	7
Manufacturing	18
Transportation, Communications, Utilities	4
Retail and Wholesale Trade	25
Financial, Insurance, Real Estate	13
Services	16
Media	1

b. Do you currently have part-time workers employed at your company?

Yes : 57 No : 31

c. What are the job classifications of part-time workers employed at your company?

Sales	8	Steel Layout	1
Stock	1	Machinist	1
Automotive	1	Sewing Machine	1
Maintainence	4	Plant workers	1
Service Station	1	Lab Workers	1
Office	26	Food Service Workers	1
Receiving	2	Security Guards	1
Lot Attendant	1	Illustrators	1
Billing Clerk	1	Engineering Technicians	1
Delivery	1	Nurse's Aides & Orderlies	1
Library	1	Licensed Practical Nurses	1
Switchboard	1	Registered Nurses	1
Greenhouse	1	Technologists	1
Mushroom Packer	1	Microfilm Clerk	1
Tellers	5	Draftsmen	1
Clerks	4	Production	1
Commission Sales	1	Driver	4
Proof Operators	1	Studio Operator	1
Maid	1	Accountant	1
Laborers	8	Desk Clerk	1

d. Where do you get your supply of part-time help?

20	High School Distributive Education
9	Tidewater Community College Cooperative Education
2	Tidewater Community College Coordinated Internships
8	Norfolk State College Cooperative Education
2	Virginia Wesleyan College
18	Old Dominion University
20	Virginia Employment Commission
9	National Alliance of Businessmen
4	Southeast Tidewater Opportunity Program (STOP)
27	Walk-in
20	Other:

Relatives of employees	1
Clark Vocational Training Center	2
Former employees	7
Kee's Business College	1
Customer Referral	1
Temporary help	1
Regular contacts	1
Newspaper ads	4
Own training school	1
Applicants on file	1

e. How many part-time workers who are also students do you currently employ?

97 high school 178 college

f. What is the ethnic, sex. veteran, handicapped breakout of student employees in part-time positions with your firm?

High School	21	Black Male
	26	Black Female
	4	Hispanic Male
	2	Hispanic Female
	55	White Male
	61	White Female
	169	

College	42	Black Male
	22	Black Female
	1	Hispanic Male
	2	Hispanic Female
	77	White Male
	43	White Female
	192	Veterans
	19	Handicapped
	398	

g. Which of these categories of affirmative action group students would you consider in the future?

31	Minority Male
29	Minority Female
32	Veteran Male
29	Veteran Female
26	Handicapped Male
23	Handicapped Female
170	

h. Do your part-time student employees earn academic credit for the job experience you supply?

15 Yes 31 No

i. Do your part-time student employees earn hourly wages from you while at your corporation?

64 Yes 2 No (Salary paid by STOP or commission only.)

j. If you do not currently employ part-time workers from local high schools and colleges, have you employed them in the past?

28 Yes, High School	21 No, High School
27 Yes, College	21 No, College

k. If you do not currently employ part-time workers from local high schools and colleges, would you consider them in the future?

12 Yes, High School	14 No, High School
13 Yes, College	13 No, College

1. If you did not employ part-time student workers in the 1975-1976 year, was this because of the recent recession?

5 Yes 6 No

m. Has your firm seen indications of an economic upswing in the first quarter of 1976?

47 Yes 15 No

2. Summary

Although the sample of employers was small, the sample of employers was representative of the Norfolk, Portsmouth, Chesapeake, Virginia Beach employment community (with the exeption of city government and other civil service agencies).

Five (5) conclusions were drawn from the study:

-- Over sixty-five (65%) of the respondents currently employ part-time workers.

-- Forty-six percent (46%) of part-time workers are in office work with sales the next highest category, all others being scattered across the employment field.

-- Of the one hundred thirty-nine (139) part-time workers employed by the eight-eight (88) respondents, fourteen percent (14%) were obtained from distributive education programs, fourteen percent (14%) were obtained from the Virginia Employment Commission, seven and half percent (7.5%) were obtained from Tidewater Community College, twelve percent (12%) were obtained from Old Dominion University, and twenty percent (20%) (the highest percentage) walked in off the street as a result of other contact.

-- The local employment picture for part-time workers from area high schools shows a ratio of two (2) White males hired for every one (1) Black male hired. Three (3) White female high school students are hired for every one (1) Black female. The gap closes somewhat where college students are concerned. In the case of part-time workers from colleges the ratio of White males hired over Black males drops from two (2) to one (1) to one and one half (1½) to one (1), and that of White to Black females from three (3) to one (1) to two (2) to one (1). These slight drops in percent could indicate that college experience acts to narrow the employment gap for minorities.

-- Over half (½) of the respondents see signs of economic upswing in 1976.

The survey data indicates overall that most employers hire part-time workers to meet seasonal or temporary need, that college students are not the major source of supply for this need, and that few (17%) of the respondents are involved in cooperative education ventures.

N. Results and Conclusions

1. Attainment of Objectives and Goals

The primary objective of the Mobility Through Work Experience Project was to implement a one-year, federally supported project designed to provide women, minority, veteran and handicapped students at Tidewater Community College with a carefully structured, exemplary, cooperative education experience which would:

enhance affirmative action group students' career selection and mobility;

provide supervised employment in occupation fields related to the students' career interests and academic majors;

supply Tidewater area employers with trained student workers from the Tidewater Community College Cooperative Education Program who represented the affirmative action group.

These objectives were incorporated into the MTWE Project by specifically tailoring cooperative education to the needs of women, minorities, veterans, and the handicapped, utilizing the successful program elements from thirty (30) exemplary cooperative programs identified in earlier Tidewater Community College research.[10] These elements included:

Intervention to avert failure
Career counseling
Academic incentive
Payment for employment
Employer supervision

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[10] See I. Introduction, Item B., Research by Tidewater Community College on the Impact the Affirmative Action Movement has had on College and University Cooperative Education Programs (Research Designed to Facilitate, Improve, and Develop Cooperative Education Programs and Affirmation Action, Equal Employment Opportunity Programs: Post-secondary Cooperative Education Programs and Minority Student Participation: Enrollment Patterns for Women, Veteran, Minority, and Handicapped Students; Selected Program Characteristics; and Exemplary Programs Serving Populations with Special Needs)

These objectives were attained through the development, implementation, and coordination of a one-year cooperative education work-experience program (MTWE) for women, minority, veteran and handicapped students enrolled at Tidewater Community College from July, 1975, through August, 1976.[11]

Two additional objectives immerged in the course of the Project year:

> to compare the Tidewater Community College service area experience with that of service areas of other two-year college cooperative education job placement programs across the nation to determine if the depressed economy was adversely affecting other community college job placement programs.[12]
>
> to find out if Tidewater area employers are interested in part-time employment of Tidewater Community College Cooperative Education students.[13]

These objectives were attained through a survey of selected community college cooperative education programs and a survey of Tidewater area employers.

The MTWE Project also included these specific goals;

> Goal: to develop a working, community based partnership for training and advancement of equal employment opportunities for minorities through the creation of a Mobility Through Work Experience Advisory Council of fifteen (15) to twenty (20) members which represented business and industry, organized labor, public and private employment agencies, manpower commissions, community action committees, and minority advocacy groups.
>
> Result: An MTWE Advisory Council of fourteen (14) members was formed in November of 1975. The Council was made up of representatives from a disability organization, the retail automobile industry, motel management, retail

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[11] See I. Introduction, Item C., Mobility Through Work Experience: A Proposal by Tidewater Community College to Develop a Community-based Partnership with Tidewater area Employers for the Advancement of Equal Employment Opportunities for Affirmative Action Group Students.

[12] See II. Mobility Through Work Experience, Item L., Results of Survey of the Impact of the 1975-1976 Recession on Affirmative Action Efforts in Cooperative Education Programs at Selected Community Colleges.

[13] See II. Mobility Through Work Experience, Item M., Results of Survey of Tidewater Area Employer Interest in Part-time Employment of Tidewater Community College Students.

warehouse management, research and manufacturing, a minority oriented television communications firm, a career planning agency, local city government, a professional association of women in the construction industry, a federally funded manpower division of local military bases, civil service equal employment, the human resources division of a labor union and high school distributive education. The Council met twice on a formal basis in 1975-1976, its members were consulted frequently on an informal basis, and they have been asked to continue to serve the Cooperative Education Office of the Virginia Beach Campus in an advisory capacity.

Conclusion: The Council members were cooperative, supportive, and made strong efforts to publicize the MTWE Project. They were not able, however, during the project year to help appreciably in finding job training stations for the Project participants.[14]

Goal: to create a Work Experience Training Bank for affirmative action group students by conducting an affirmative action needs survey by occupational field and industry.

Result: A mass mailing of invitation to participate in the MTWE Project was sent to four hundred (400) key business, industrial, and civic leaders in the Tidewater metropolitan area.[15] In addition, one hundred eighty-six (186) local employers were personally visited and invited by the MTWE staff to participate in the project. Fifty-three (53) of the employers, including those who responded to the mailing and those personally contacted (representing thirty (30) businesses, industries, and civil services) participated in the Project during 1975-1976. The MTWE Project will turn over to the Cooperative Education Office a file of the fifty-three (53) employer participants as well as twelve (12) other employers who have indicated a willingness to participate in such projects in the future. The fifty-three (53) participating employers indicated agreement with the goals, objectives, and management of the Project and were satisfied with the results.

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[14]See II. Mobility Through Work Experience, Item E., The Advisory Council.

[15]For their response see II. Mobility Through Work Experience, Item F, Recruitment of Employers.

Conclusion: For a project of this nature to continue in the future and more adequately serve the needs of affirmative action group students enrolled in cooperative education programs at Tidewater Community College, a greater number of participating employers would need to be recruited. Evidence indicated that the 1974-1975 recession served as a negative influence upon the MTWE Project.[16] Conversely, indications of an economic upswing in first quarter 1976 could positively affect local employers' future willingness to participate in cooperative education work-experience programs sponsored by Tidewater Community College as well as those sponsored by other local academic institutions.[17]

Goal: to recruit one hundred-fifty (150) or more affirmative action group students for possible participation in the MTWE Project. From this field of one hundred-fifty (150) or more applicants, to successfully train and place in part-time employment positions sixty (60) or more students of whom five percent (5%) would be handicapped, forty percent (40%) women, (including minorities), fifteen percent (15%) veterans, and forty percent (40%) minority males.

Results: After deliberately closing the recruitment of affirmative action group students at one hundred thirty-four (134) in order not to offer false hope to students when jobs were not available, the MTWE Project successfully trained and placed seventy-two (72) affirmative action group students in part-time employment training positions. The MTWE Project exceeded its numerical goal of (60) students to be placed by twelve (12). The goals for placement and the results of placement for each sub group category of the affirmative action group students are set out below:

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16 See footnote 5, P.11, for a discussion of the negative effect of the 1974-1975 recession upon employer recruitment.

17 See II. Mobility Through Work Experience, Item L., Results of Survey of the Impact of the 1975-1976 Recession on Affirmative Action Efforts in Cooperative Education Programs at Selected Community Colleges.

AFFIRMATIVE ACTION GROUP
JOB PLACEMENT

Goal %		Result %
5%	Handicapped	2%
40%	White Female	45%
	Minority Female	15%
	Minority Male	8%
40%	Veteran Female	10%
15%	Veteran Male	20%
100%		100%

The MTWE Project exceeded its goals in the placement of women (including minorities) by twenty percent (20%). The Project also exceeded by fifteen percent (15%) its goals for the placement of veterans. However, the placement of handicapped students fell short of expected goals by three percent (3%). Minority male placement fell short of expectation by thirty-two percent (32%).

A follow-up survey of participants in the MTWE Project was conducted in August, 1975, to assess the impact of the Project upon the attitudes and goals of the students involved.[18] Thirty-two (32) students responded:

Ninety-three percent (93%) of the respondents felt they benefitted from participation in the MTWE Project.

Sixty-eight percent (68%) felt that their involvement in the MTWE Project had effected change in their goals.

In response to the question, "Did participation in the MTWE Project make it easier for you to find employment?", fifty percent (50%) answered "yes," thirty-four percent (34%) answered "no," and sixteen (16%) said they were already employed.

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[18] See II. Mobility Through Work Experience, Item K., Results of Survey of the Impact of the Mobility Through Work Experience Project on the Attitudes and Goals of Student Participants.

Regarding participating students' ability to find a job in the field of their choice upon completion of the MTWE Project, fifty percent (50%) indicated they were able to find a job in their chosen field, forty percent (40%) indicated they were not able to get the work for which they had prepared, and ten percent (10%) indicated they were already employed.

Conclusions: Although the MTWE Project met its overall placement goals, the failure to attain the goals set for handicapped and male minority students deserves further scrutiny.

Both the survey of community colleges and the survey of Tidewater area employers, confirmed the fact that handicapped students are extremely hard to place in job training slots.[19]

The failure to reach forty percent (40%) of male minority student participation in the MTWE Project might, in part, be based on unrealistic goals. Since minorities (male and female) represent only twenty-eight percent (28%) of the total population of the Norfolk, Portsmouth, Chesapeake, Virginia Beach Standard Metropolitan Statistical Area[20] and since minorities represent only twenty percent (20%) of Tidewater Community College enrollment, there remains the possibility that the target goal of forty percent (40%) was unrealistic.

It should be further noted that failure to place a high percentage of minority males in the local part-time work force is only one facet of a much larger employment problem. To cite just one source from an earlier footnote in this report, the April 29, 1975, Wall Street Journal says:

> "For Black teenage males the jobless rate jumps to nearly thirty-six percent (36%). The discouragement effect is much higher among Black teenagers."[21]

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[19] See II. Mobility Through Work Experience, Item L., Results of the Impact of the 1975-1976 Recession on Affirmative Action Efforts in Cooperative Education Programs at Selected Community Colleges.

[20] The New Norfolk Statistical Digest, 1975-1976.

[21] See I. Introduction, Footnote 1, Page 2.

Both the placement results of the MTWE Project and the student follow-up survey results verify the fact that much remains to be done to open the doors of employment to the affirmative action group.

Goal: to maintain a retention rate of seventy-five percent (75%) or more for all MTWE Project participants throughout the project year.

Result: Ninety-seven percent (97%) of the MTWE Project participants completed the Project successfully. This goal was exceeded with no difficulty.

Conclusion: Although many supportive services were structured around the Project, it seems important to point out that the key factors in any project of this sort are personal and institutional commitment to the concept. No matter how excellent or poor the supportive services, commitment counts immeasurably toward success.

Goal: to create regional awareness of, and enthusiasm for work experience education for affirmative action students, and generate attitudinal change regarding the employability of those students.

Result: In academic year 1975-1976, Tidewater Community College, through the MTWE staff (which included a director, project coordinator, a secretary, and three part-time faculty assistants, and a fourteen (14) member advisory council from the Tidewater area employment community), systematically informed four hundred (400) businesses, industries, and civil services to participate as partners in an affirmative action oriented cooperative education venture. In addition, one hundred eight-six (186) personal visits to potential employers were made by the MTWE staff, leading to seven-two (72) cooperative education job-training slots at fifty-three (53) training stations for MTWE students.

As a follow-up, a survey was sent in March to the original four hundred (400) potential employers. The responses from eight-eight (88) local employers indicated that most area employers hire part-time workers to meet seasonal need, that college students are not the major source of supply for this needs, and that only seventeen percent (17%) of the respondents are involved in cooperative education ventures with any of the area colleges.

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[22] See II. Mobility Through Work Experience, Item M., Results of Survey of Tidewater Employer Interest in Part-time Employment of Tidewater Community College Students.

Through the above outlined methods and procedures, Tidewater Community College:

-- made four hundred (400) area employers initially aware and one hundred eighty-six (186) area employers personally aware of work-experience education for affirmative action group students sponsored by the MTWE Project at Tidewater Community College.

-- created enthusiasm for work-experience education for affirmative action group students in the cases of fifty-three (53) cooperating employers.

Conclusion: It is hoped that the fifty-three (53) cases of satisfied cooperating MTWE Project employers have been helped by their successful venture with specific affirmative action group students to generalize that the women, minorities, veterans, and handicapped students are an untapped source of dependable, trained, productive workers. However, in one project year "attitudinal change" on the part of employers cannot be properly measured.

2. Summary

In 1975-1976, Tidewater Community College developed, structured, and coordinated a one-year federally supported project to provide affirmative action group students an exemplary cooperative education experience which:

Developed a fourteen (14) member Advisory Council representative of the Tidewater area employment community which will continue in an advisory capacity to the Cooperative Education Office of the Virginia Beach Campus.

Created a Work Experience Training Bank of fifty-three (53) local employers who participated in the MTWE Project.

Recruited one hundred thirty-four (134) affirmative action group students for possible participation in the MTWE Project and placed seventy-two (72) affirmative action group students in part-time work-training positions at fifty-three (53) work-training sites.

Maintained a ninety-seven percent (97%) retention rate for affirmative action group students who participated in the Project.

Informed four hundred (400) local employers of the goals and objectives of the MTWE Project, personally visited one hundred eighty-six (186) potential employers and recruited fifty-three (53) local employers for participation in the Project.

3. Limitations

Although the MTWE Advisory Council was supportive of the Project, the members were not able to help appreciably in developing job-training stations in 1975-1976.

Evidence from the Project, as well as concommitant research indicates that a perceived economic upswing in 1976 could lead to increased employer involvement in Tidewater Community College Cooperative Education work-experience programs for affirmative action group students.

The MTWE Project exceeded its student placement objectives. It did not fulfill its objectives for handicapped and minority male students. Much work lies ahead in bringing these two groups into the mainstream work-force.

The question remains as to whether the MTWE Project brought about "attitudinal change" toward affirmative action group students by members of the local employment community. Further research on this topic is appropriate.

0. Recommendations

The decision to structure a community college cooperative education work-training experience for affirmative action group students depends on a consideration of the factors discussed earlier in this report as well as those factors unique to the individual service areas.

It may be stated that:

> The state of the economy has a direct bearing upon whether or not employers will be responsive to cooperative education work-training experience for affirmative action group students.
>
> Not all employers respond positively to the direct approach of offering student workers from the affirmative action group. Some employers are already taking EEO guidelines seriously. Others feel they are being unduly pressured to hire from the affirmative action group. Some welcome an opportunity to hire affirmative action group students whom they can train for permanent employment, but much work needs to be done to convince employers that hiring part-time workers who are also college students will assist those employers in recruiting dependable, highly-motivated workers. Employers must also be convinced that employing these workers gives the employer an unusual opportunity to evaluate individuals whom they are considering for full-time positions.

Some students may be hesitant to join affirmative action group projects for fear of being labeled as "special need." This suggests that future programs should pursue the "soft sell" approach to both students and employers.

Some minority students may not want to participate in cooperative education work-training experiences because they can earn more through regular support channels. This suggests that minority students need to be encouraged to participate in work-training programs because of its value as work experience.

In those instances where community colleges decide to structure cooperative education work experiences for affirmative action group students, the following suggestions are offered.

Local advisory committees should be utilized to the maximum. These community representatives can provide an essential link between the community college and local industry so that up-to-date occupational requirements are constantly made available to the schools. This involvement should accrue a number of secondary benefits to both the community college and students in cooperative education programs. Training stations should be easier to locate within the business community, and students should find jobs more available as a result of their experience in the local industry. In addition, involving local industrial leadership in the educational process, can improve the opportunity to develop local support for existing and proposed educational programs.

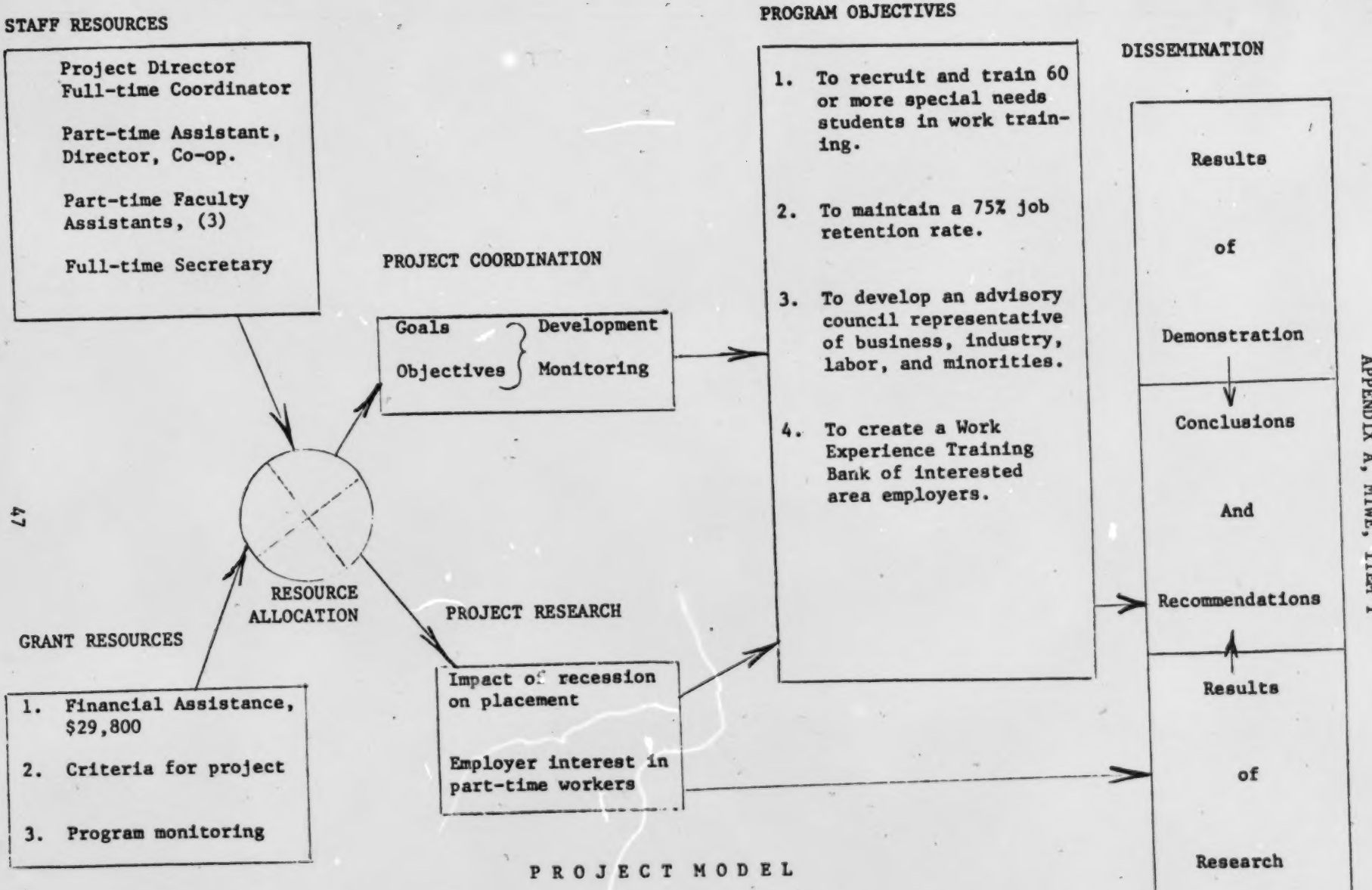
Projects like the MTWE Project can serve to sensitize and provide direction to community colleges in developing their own affirmative action programs. Community college goals might include the following:

Increase recruiting efforts among minority populations.
Establish regular visitations to high schools with high minority enrollment.
Develop special seminars for low-income students on how they can finance a college education.
Initiate short-term trade programs designed for low income students who must work during the day.
Encourage minority students, through expanded counseling services, to enter nontraditional fields of study.
Reduce the attrition rate among minority and women students.

Finally, Tidewater Community College found that more than one academic year is necessary to fully advertise an affirmative action project to faculty, staff, and students. Although every effort was exerted to bring the MTWE Project to the attention of all segments of the College population, not everyone understood

the MTWE Project goals and objectives before the Project terminated in August, 1976.

Longitudinal studies should be conducted to assess the value of structuring both the instructional and work-experience phases of cooperative education programs specifically tailored to meet the needs of women, minorities, veterans, and the handicapped. A study of this sort would provide an opportunity to analyze the effects on student achievement and employer satisfaction.



P R O J E C T M O D E L

APPENDIX A, MOBILITY THROUGH WORK EXPERIENCE, ITEM 1

APPENDIX A, MTWE, ITEM 2

PROJECT NARRATIVE

MOBILITY THROUGH WORK EXPERIENCE

Tidewater Community College
Office of Cooperative Education
1700 College Crescent
Virginia Beach, Virginia 23456
427-3070

Constance Brothers
MTWE Project Coordinator

James L. Antonick
Coordinator of Cooperative Education

PROJECT NARRATIVE

MOBILITY THROUGH WORK EXPERIENCE

1. The Problem, Project Rationale, And Expected Results

Perhaps the greatest single challenge facing manpower planners and educational institutions today is that of designing viable strategies and programs which can increase the participation of women, veterans, the handicapped and minorities in high-skilled, high-paying industries and occupations.

Occupational and payroll data, and related studies show that there has been very little upward employment mobility for women and minority Americans over the past three decades. Two-thirds of all workers of Spanish origin, for example, are employed in blue collar jobs and their proportion in the professional and managerial occupations is less than half the proportion for white workers in such occupations.[1] Similarly, 6 out of every 10 Black workers are in blue collar jobs and clustered in three general occupations - retail sales, manufacturing production, and the services.[2] With respect to regions, about one-third of all Black workers in New England are in manufacturing; in the North Central region they are concentrated in the durable goods industry; and in the South, where half of the nations Black workers live, a relatively high proportion are still employed as private household workers and farm and non-farm laborers.[3]

[1]Robert V. McKaw, "Employment And Unemployment Among Americans Of Spanish Origin," Monthly Labor Review, April 1974.

[2]Curtis L. Gilroy, "Black And White Unemployment: The Dynamics Of The Differential," Monthly Labor Review, February 1974.

[3]Christopher G. Gellner, "Regional Differences In Employment And Unemployment, 1957-72," Monthly Labor Review, March 1974.

Vietnam -era veterans share a similar plight with their minority counterparts. Existing data suggests that while some progress has been recently made, a smaller proportion of veterans than non-veterans hold professional and technical positions.[4]

American women are clustered in even fewer industries than men of minority status. Women comprise 60 percent of all workers in service, retail trades, durable goods manufacturing, and government. Moreover, within these industries women are concentrated in fewer occupational groups than men; about 9 out of 10 women in the trades industry work in retail sales or clerical jobs; 9 out of 10 women in manufacturing serve as semi-skilled operatives or clerical workers; and 8 out of 10 in finance, real estate, and insurance hold clerical jobs.[5]

Student work experience components in post-secondary vocational, co-operative or internship programs can and indeed should play a central role in reversing this sex and ethnic imbalance in industrial employment. Through such programs, properly trained students representing subgroup populations can be readily placed in training positions in those industries and nontraditional occupations which have minimal minority participation. Implementation of a project with this strategy would, unquestionably, do much to effect attitudinal changes regarding the performance capabilities of subgroup Americans and, by "breaking the ice," would enhance future employment

[4] K.R. Gover, B.J. McEaddy, "Job Situation Of Vietnam -era Veterans," Monthly Labor Review, August 1974.

[5] E. Waldman, B. J. McEaddy, "Where Women Work - An Analysis By Industry And Occupation," Monthly Labor Review, May 1974.

opportunities for minorities in occupations previously inaccessible to them. Equally important, such a project would assist employers in identifying and training prospective minority manpower and would thus aid them in reaching their affirmative action goals.

More important still, a project with this kind of mission would serve to reassure minority Americans that upward mobility is indeed possible through continued higher education and would dramatically demonstrate the employing communities serious committment to the equal opportunity concept.

It is to this national problem (and it is with this programmatic strategy in mind) that the following Tidewater Community College proposed project is addressed.

2. Project Objectives:

In one funding year Tidewater Community College will implement an innovative, demonstration project which will:

1. Recruit, train, and place women, veterans, minorities, and the handicapped for training positions in occupations where minorities lack appreciable representation in the work force.
2. Develop a working, community based partnership for the training and advancement of equal opportunities for minorities through the creation of an MTWE Advisory Council which represents business and industry, organized labor, public and private employment agencies, manpower commissions, community action committees, and minority and subgroup

advocacy groups.

3. Create a Work Experience Training Bank for the aforementioned subgroups by conducting an employer/affirmative action needs survey by occupational field and industry.
4. Successfully place 60 or more MTWE students in nontraditional training positions/occupations in the Tidewater, Virginia region.
5. Maintain a retention rate of 75% or more for all participating subgroups throughout the project year.
6. Create regional awareness of, and enthusiasm for, vocational and work experience education for minorities, and generate attitudinal change regarding the workability of the MTWE project.

3. Program Components And Strategies: The MTWE Plan of Action

A. Recruitment Of Participating Students

Two hundred or more students from the 5,000 plus T.C.C. student body and the public high school community will be recruited for the project through a vigorous recruitment campaign. The goal will be to select 60 or more for the project; of this number 5% will be handicapped, 40% women (including minorities), 15% veterans, and 40% males of diverse ethnic heritage. Entry criteria will include such items as grade average, academic ability, career goals, vocational interest, previous employment exposure, maturity, and aptitudes and talents. Priority will be given to those minority or subgroup students who are majoring in, or

who show an aptitude for, curriculums which prepare students for occupational fields where minority work participation is low. For example, a Black student majoring in accounting would be given priority over a Black student majoring in social sciences education because of the extremely low participation rate of Blacks in the accounting field. The entry criteria and the screening process will be administered by a five member team from the T.C.C. Counseling Department. A similar team representing twenty-two area high school counseling departments will conduct recruitment and screening in secondary schools. On and off campus recruitment/screening will be coordinated by the MTWE Project Director; T.C.C.'s mobile van is equipped for this task and will be available for off-campus recruiting and screening.

B. Creation And Function Of The MTWE Advisory Council

Given the unique mission of the MTWE Project it is essential that a close and working partnership for the objectives of the project be created early in the project year. Accordingly, a 15-20 member advisory committee will be created which will represent all segments of the Tidewater socio-economic community.

The duties and responsibilities of the MTWE Council will include:

1. The establishment of project priorities, goals, and overall direction.
2. The promotion of programs, legislation and the rendering of

resources which will facilitate vocational work experience education in general and the MTWE Project in particular.

3. Generating community support by providing channels of communication and publicity about MTWE.
4. Providing assistance in creating suitable student training stations and providing effective on-the-job supervisors and trainers.
5. Facilitating the employment of minority interns after they graduate from the program.

C. The MTWE Work Experience Training Bank

An innovative feature of this project is the identification of positions in the industrial, commercial, and service employment sectors which are not currently held by minority or subgroup individuals. A recent ppreliminary survey of major employers by the Co-operative Education Office indicates that many area employers have affirmative action goals by job category and are anxious to fill or train minorities for these positions. The MTWE Work Experience Bank will be developed by making a compilation of available work experience positions in industries and occupational fields where the rate of minority worker participation is low. Each entry will indicate the skills necessary for the position and the employer's affirmative action goals for each subgroup population. During the placement process, students will be matched with these positions on the basis of their curriculum, career objectives, and subgroup membership.

D. Assessment Of Student Needs And Development Of Training Designs/Agreements

Once admitted to the project, MTWE students will be assessed so as to determine their skill and capability level prior to any actual work experience. This will insure that the work stations designed for them will be appropriate yet challenging and most importantly, related to their career objectives. This procedure will also facilitate the development of related vocational/academic instruction which will be planned for each student for the entire year.

Following the need assessment, training designs for each occupational field will be devise jointly by the sponsor, MTWE staff, sponsor trainees, and MTWE students. All training designs will reflect a high correlation between classroom learning and the work assignment. The sequence of experiences will progress from simple tasks to ones more complex, rotating work experiences will be mandatory in order to expose students to as many operations as possible and thereby illustrate the delicate interrelationships existing in modern corporate life.

The training designs, in turn, will be translated into concrete written agreements which will spell out the duties, expectations, and responsibilities of all parties. It has been illustrated that the use of such agreements serve to maximize student interest and sense of direction and that sponsoring employers and project directors can effectively utilize them to gauge student progress and task accomplishment.

E. Supervision And Monitoring Of Students In The Field

An all-to-frequent deficiency of many work experience programs is the lack of quality supervision and training of students once they are

placed in the "field". For minority students, in particular, systematic supervision and understanding is of utmost importance. Thus, each MTWE student will be provided with three supervisors: a sponsoring employer supervisor, an academic advisor, and a T.C.C. professional student counselor. Each student will be visited three times during the field experience by the MTWE field staff and academic advisors. A MTWE Counseling Unit comprised of 3 T.C.C. counselors and student peer group members will conduct group counseling sessions twice monthly. To foster needed student group cohesion, a MTWE student work experience club will convene once a month. In this forum students will be able to share concerns, experiences, solve mutual problems, and gain peer group reinforcement for the central mission of the project. This club will also make visitations to area secondary school vocational classes with high minority participation to illustrate the progress that can be made through an equal opportunity/work experience partnership.

F. Structure And Duration Of The Work Experience

Flexibility in scheduling the length of student work experiences is a major key to project success. MTWE work periods will be individualized and determined on the basis of the amount of time necessary to develop competencies in designated occupational positions. Thus, training positions will vary according to curriculums and student needs and will range from 3 weeks to 10 weeks per term. All work experiences will earn academic credit which will be nonadditive.

Related instruction/regular course work will be offered at times which will complement, not interrupt, on-the-job work schedules. Students will serve 15-20 hours on the job sites per week and carry an average academic load of 14 credit hours per term.

G. Training Component For Sponsoring Employers

A special training program will be implemented to assist sponsoring employer supervisors to develop those supervisory and training capabilities which are necessary for working with students of minority backgrounds. Prior to student placement, sponsoring supervisors will be given an orientation to vocational education which will emphasize the importance of proper supervision. Training sessions will follow in which sponsoring supervisors will be given instruction in: (1) educational motivation and creation of learning climates, (2) organization and selection of instructional materials; (3) teaching methodology and the delivery of information, and; (4) evaluation measures. The MTWE Director will serve as training coordinator and T.C.C. faculty will provide technical assistance.

A training workshop for supervisors will be held each month after the placement of students so that training problems can be discussed and modifications can be incorporated into the original training designs.

H. Training Program For Students

Because the degree of student success in the field is highly influenced by the type and amount of supporting instruction, the MTWE project

will offer training sessions, concomitant with field placements, designed to develop competencies in three broad areas:

1. Career development capabilities. Training to develop in each student a sense of work satisfaction, a knowledge of his field, and an understanding of his own aspirations and needs.
2. Adjustment To Work Environment Capabilities. Activities designed to develop effective group interaction and participation in work groups, desirable work habits, and the effective management of work and leisure time.
3. Specific Occupational Skills. Instruction designed for each occupational field leading to the development of skills and behavior unique to each field. Competencies to be developed will include the operation of machinery or tools, performing detailed tasks, and applying technical knowledge to problem solving.

Training sessions concerned with area #1 will be provided prior to student placements. Work Environment sessions will be offered after students have had a two week preplacement field experience in the occupations in which they will serve. Occupational skill workshops, directed by faculty members with expertise in specific fields, will be conducted monthly throughout the project year.

4. Measurement Of Project Performance

The MTWE Project will be evaluated on the basis of the following criteria:

1. Successfully recruit from a field of 200 or more, 60 students of which 5% will be handicapped, 40% women (including minorities),

15% veteran, and 40% males from diverse ethnic backgrounds (Black, Oriental, Spanish).

September 1, 1975	October 15, 1975	December 1, 1975
20 Students	40 students	60 students

2. Create a Work Experience Training Bank for participating students in occupational fields which: (1) are compatible with career interests of the students; (2) possess high potential to provide training for occupations in which a shortage of manpower exists, and (3) have affirmative action goals but do not as yet have measurable minority participation in the work force.

September 15, 1975	December 1, 1975	March 15, 1976
50% of total training positions listed	75%	100%

3. Place 60 or more minority students in work experience positions/ occupations which have low minority participation.

October 10, 1975	January 10, 1976	April 10, 1976
20 students placed	40	60

4. Establish a community-wide advisory committee for the MTWE project.
5. Maintain a student retention rate of at least 75% during each academic term of the project year.

APPENDIX A, MTWE, ITEM 3

Letter of Invitation to Tidewater Area Employers

TIDEWATER COMMUNITY COLLEGE VIRGINIA BEACH, VIRGINIA 23451
[illegible] BEACH CAMPUS 421-0015

Dear

The purpose of this letter is to inform you of a program that has been instituted at Tidewater Community College, which may be of interest to you. It is called Mobility Through Work Experience.

As you know, one of the functions of Tidewater Community College is to train and educate people to meet the employment needs of the community. Part of this function is served by the Office of Cooperative Education, which endeavors to meet student needs for part-time and full-time employment; and at the same time provide the employers of the community with a source of qualified workers.

Mobility Through Work Experience fulfills the above objectives. Mobility Through Work Experience is also concerned with directly placing women, minorities, veterans, and handicapped people at work sites where they have traditionally been under-represented. In this instance, the student who is employed in work directly related to his or her academic curriculum or career objective, can receive academic credit which is applied toward his or her degree. Thus, the student has the advantage of an educational program integrated with practical experience and receives academic credit through on-the-job training. Students enrolled in the MTWE Program, while at work, can evaluate their own interest and potential success in that occupational field.

Employers who participate with the College in MTWE should be able to:

a. recruit training personnel to meet their employment needs
b. evaluate individual students for full-time career employment
c. assist the educational program for the community college by providing realistic, educational experience to fortify the academic knowledge the student acquired in the classroom
d. fulfill these affirmative action/employment goals

I have enclosed a brochure about MTWE along with a return reply card. If you are interested in additional information or would like me to visit you to explain MTWE in more detail, please complete the card and return it at your earliest convenience.

Sincerely,

Constance F. Witte
MTWE Project Coordinator

CFW:sw
Enclosures

APPENDIX A, MTWE, ITEM 4

SURVEY INSTRUMENT

Research on the Impact of the 1975-1976 Recession on Affirmative Action Efforts in Cooperative Education Programs at Selected Community Colleges

T I D E W A T E R C O M M U N I T Y C O L L E G E

Virginia Beach, Virginia

MOBILITY THROUGH WORK EXPERIENCE

Job Market Questionnaire

Responding College

_____

_____

_____

Responding Person _____ Title _____

1. Was there any decline in cooperative education job slots in your area in 1975-76?

   None [ ] Slight [ ] Sharp [ ]

2. Was there any increase in cooperative education job slots in your area in 1975-76?

   None [ ] Slight [ ] Sharp [ ]

3. Could you give a rough estimate in percentage of change?

   Decline [%] Increase [%]

4. How many students have been in your 1975-76 Coop. Program to Date? _____

5. Was there any change in 1975-76 in the quality of job slots offered?

No Change ☐

Less Meaningful Work as Regards Career Goals ☐

More Meaningful Work as Regards Career Goals ☐

6. Was there any change in 1975-76 in wages paid to students?

No Change ☐

Lower Wages ☐

Higher Wages ☐

7. Has placing women, minorities, veterans, and handicapped been more difficult than placing other coop. students?

☐ Yes ☐ No

Please Comment.

8. Do you see economic indicators in your local region which show an upswing in the labor market in the first quarter of 1976?

☐ Yes ☐ No

LETTER OF INTRODUCTION

Research on the Impact of the 1975-1976 Recession on Affirmative Action Efforts in Cooperative Education Programs at Select Community Colleges

TIDEWATER COMMUNITY COLLEGE VIRGINIA BEACH, VIRGINIA 23451
VIRGINIA BEACH CAMPUS 428-0055

Dear Fellow Educators:

The Placement and Cooperative Education Office of Tidewater Community College has been involved in a special project this year called Mobility Through Work Experience -- a concentrated effort to place women, minority, veteran, and handicapped students in career related part-time positions. Although the program is "on target" we have found that recession has made placement a great deal more difficult (for all coop. ed. students) in 1975-76.

We are concerned to know if this experience is unique to our college and region or if this has been a bad year nationwide.

Would you help us find out by completing the enclosed brief questionnaire and returning it in the self-addresses stamped envelope.

Thank-you.

Sincerely,

Constance F. Witte
Project Coordinator
Mobility Through Work Experience

CFW/mag

Enclosures

Research on the Impact of the 1975-1976 Recession on Affirmative Action Efforts in Cooperative Education Programs at Selected Community Colleges - Comments by Respondents

Co-op Program was terminated in Spring of 1975 due to a lack of Federal funds. Had approximately 30 students in Co-op Program between 1974-75, of those 15 were active in the program. Seek a wide variety of jobs--some are not career related, but part-time money makers. Statement regarding placing women, minorities, veterans, and handicapped is dependent of the handicap and to what extent it affected the individual. Other than that placement services had employment for all, depending on their skills, levels of proficiency and expertise. The job market is decidedly taken upswing as compared with six months preceding.

Approximately 50 in program (including preparatory class). Approximately 15 in work positions and growing. Since only started program in October 1975, answers to most questions wouldn't have much meaning. The current economy is certainly making job slots tougher to get, (had three newly created spots wiped out by sudden cut-backs) but slow progress is being made.

S.W. Virginia has not had a recession due to coal industry activity.

Added two new technical programs to the co-op list this fall. Actually, then, the increase would be greater than per cent indicated. Increase was computed on last year's base for the same programs as they had last year. Have only 1.5% of population that is minority. Have only 12-15 students that are handicapped. Women and veterans are in demand by some employers, especially. Married women who are older and the veterans have more maturity, and are sought after. This may not be a typical report. However, area is one of the most rapidly developing areas in Kentucky. Have experienced a healthy growth in co-op programs, and the outlook is excellent.

Have an extremely low minority and handicapped student enrollment. The Batavia area, located between Buffalo and Rochester has a surprising indication which shows an upswing in the labor market in the first quarter of 1976.

The placement of minorities and handicapped has been a policy of most of the co-op employers of this area. The program here has helped most in the recruitment of minorities and handicapped. The economic prognosis for area is bleak. Employment is at approximately 9.7% and holding. Employment went up by about 150 jobs last quarter, but this was mainly a transient effect with no resounding implications.

Because volume is small, it is difficult to judge whether placing women, minorities, veterans, and handicapped has been more difficult than placing other co-op students.

Some questions do not pertain to their program because this is the first year they have had co-op. Has had about same number of women and men. Also has about 10 veterans. Has no handicapped program. Businesses are hiring more now. Most businesses are expecting better sales this summer than the last two. New businesses are coming into area and creating jobs for co-op students. Expecting over 100 students in 1976-77.

Have had no handicapped grads or co-ops lately. Companies appear very interested in Affirmative Action category personnel. In August 1975, both of our coordinators of Cooperative Education and Technology Placement were fired as a result of severe budget cuts. The transition to decentralized departmental co-op placements has been difficult thus far.

Our program commenced February, 1975 as pilot study so there is little room for comparison.

Have not had handicapped.

Due to federal wage increase, higher wages were paid. Many area employers are anxious to have minority employees. Economic indicators show a slight upswing in the labor market for the first quarter of 1976.

Our Co-op Program does not provide placement.

Placing women, minorities, veterans, and handicapped has been more difficult than placing other co-op students only because they choose not to participate.

It may have been harder to place women, minorities, veterans, and handicapped but I guess I just worked harder to get them placed. Economic indicators show a very slow upswing in the labor market in the first quarter of 1976.

We have had very excellent support so far in placing women, minorities, veterans, and handicapped. To this date, we have a bad economic picture. If the prices for small grains continue to decline, we will have problems this summer and next year.

Our students have little or no job skills (women, minorities, veterans, and handicapped), and employers are hesitant to hire them when they can choose from students with skills.

We are in a coal producing area. All economic indicators are up. Coal is a cycle industry.

We have a very small program (7). When the two companies we were co-oping with did not accept replacements in February 1976, the impact was significant.

High percentage of Federal employers. Many of these are actively seeking women, minorities, veterans, and handicapped. Right now these are the easiest groups to place.

Employers are specifically seeking to employ minorities such as Blacks and Hispanics. We have never experienced any problems in securing jobs for women. Those with serious physical handicaps have not been employable. Retail sales are on the upswing.

We have more job slots but the slots were more difficult to develop this year. We have experienced what I would consider racial discrimination.

The need to meet the government standards in placing women, minorities, veterans, and handicapped are still there.

In all fairness, cannot respond to the questions as asked. Program was started in the recession--so we have no comparative base. Much interest is evidenced by all employers, but operating funds for training are not being released. For this reason, we here see experienced benefits as primary. The availability of CETA, BEOG, Work Study, etc. contributes the notion of earn to stay in school. The use of volunteers who want to learn and be exposed in their career areas, I see, as the future of co-op experiemntal education. This is particularly true in social services and other goal functions where funds are becoming less available.

Have very few minorities, veterans, or handicapped in co-op programs.

Have problem placing older women. Veterans easy to place. Have two full-time coordinators this year. Only one last year so more effort and industry. Personal visitations to job development. Advertising is little help.

The only problems have been in the expansion of the alternating program--engineering and accounting are only alternating. However, students still have problems with course sequencing. Our problems are not with industry. Some difficulty with the status interpretation of V.A. regulations. No difficulty placing women or minorities. Large percentage of them in Co-op.

Have an unusual economic climate in this county. Experts can't predict trend.

Have very few minorities, veterans, and handicapped to place.

Minorities seem to have lower GPA's and employers are reluctant to hire them.

Really aren't putting much emphasis in the area of placing women, minorities, veterans, and handicapped.

State and federal job freeze is our greatest problem because 70% of our work force is employed by government. Most difficult placement is the criminal justice major due to cut backs in state, county, and federal budgets.

Do not have a Co-op Program. The Jackson area has averaged 11.5% unemployment (10,000 workers) for the last 14 months. The number of part-time jobs listed with the Placement Office has declined 40% this academic year.

Minorities do not respond to recruiting program.

There would be no problem in placing women, veterans, and handicapped if there were qualified students available.

Employers have been asking for minorities to fill jobs, but it is difficult to place handicapped.

Usual problems placing women, minorities, veterans, and handicapped.

We were lucky to have fewer students than usual this year as far as placement goes. However, next year I expect a tough battle getting jobs as our enrollment will at least double. All of our students are female and they all work in office jobs. We've never had problems placing women. One year I had a handicapped gal and was able to place her quite easily.

The development of meaningful job stations for the handicapped requires more concentrated effort. More employers are initiating contact with our office than has previously occurred.

We don't have co-op programs. We have field experience programs. We have experienced no difficulty in the placing of students.

Employers have indicated to us that due to the shut-downs of other local businesses, they now have an abundance of applicants with above average qualifications and experience. We expect a further decline in co-op placements in 1976. Jobless rate for January 1976 was 8.3%. Last year at that same time the jobless rate was 6.4%. Due to this increase in unemploymnet, we wouldn't be surprised to experience a 2% decline in placements in the next few months.

Employers are more selective.

There was a slight decline in cooperative education job slots that we developed earlier in our area in 1975-76. Increase in slots due to increased interest of students who brought in for co-op employers already working for. Through use of work study funds increased minority participation in part-time co-op jobs.

Only beginning to establish a cooperative education program. Having problems getting program developed because of the job market. In one instance, we had a resident in one of the communities served by the College criticize us for experimenting with an "on-job" approach to vocational education because of fears we were taking away jobs from the unemployed.

Have not been involved in co-op during the 1975-76 year. In discussions with employers last year, the feeling was mixed as to the effects of the recession in relation to job slots. Many employers felt the recession was to co-op's advantage. "Cheap help and no long term commitment."

Have only one co-op program and the numbers are so small as to be insignificant. Co-op programs have run into difficulty because co-op placements are expensive for employers. No difficulty locating part-time career-related positions for our students. This is easier than locating positions which will fit within a co-op program.

Handicapped students are difficult to place. Foreign students have language problems. Veterans usually desire full-time positions.

Placing women, minorities, veterans, and handicapped has changed very little in five years.

We do not have minorities.

Due to "equal opportunity" requirements top flight women and minorities are easier to place.

No wages are paid to our students. Undecided as to whether economic indicators show an upswing in the labor market.

We only have women students--about 10% Black.

We do not place students. Students must have a job in order to enroll.

We do not have co-op now. Women, minorities, veterans, and handicapped are generally more difficult to place. Economic indicators show an upswing in the labor market, particularly in the retail business.

Very little placement of women, minorities, vets, and handicapped.

Have no handicapped. No more difficulty in placing women.

No more difficult to place women, minorities, veterans, and handicapped. In situations that have special circumstances, I usually do some screening and "match-making"--thus minimizing difficulties.

New program. Started January 1976. Virtually all are parallel--not alternating students. Difficulty in placing handicapped students, but no difficulty in placing minorities and vets.

Easier to place women, minorities, vets, and handicapped.

We have been fortunate in "hold[illegible]r own" due to faithful employers.

Women, minorities, veterans, and handicapped typically suffer in any employment decline. Economic indicators show perhaps some increase later in 1976.

Some difficulty in placing women, minorities, veterans, and handicapped although new emphasis given to women.

The Occupational and Adult Division offers non-credit occupational programs and has a high percentage of shared-time high school students. No difficulty in placing minorities and handicapped. We have less trouble placing veterans than younger students. Women co-op students are limited to health related programs; hence, they are not hard to place.

Less meaningful work as regards career goals--close supervision is necessary. Our programs are interns--no pay. Overall economic indicators do not show an upswing in the labor market.

We did not lose any positions but it was hard to get planned openings. We had students that we weren't able to place due to depressed state of the economy.

Due to federal minimum wage increases, higher wages were paid to students. Traditional "role" placement is not hard but expanded opportunity placement is coming slowly but surely (placing women, minorities, veterans, and handicapped).

First year of program--dynamite training stations ESPC - MED - SECS - Marketing - Mid-management trainees - using MBO - good leverage re-rotation - excellent input.

Being a university community the local business and industry are much more attuned to forward thinking in placing women, minorities, veterans, and handicapped.

Most of our jobs are non-pay. We feel the work experience is more valuable than requiring pay. We have no problems in placing women, veterans, minorities, or handicapped.

APPENDIX A, MTWE, ITEM 7

TABLES OF CORRELATION OF VARIABLES FROM RESEARCH ON THE IMPACT OF THE 1975-1976 RECESSION ON AFFIRMATIVE ACTION EFFORTS IN COOPERATIVE EDUCATION AT SELECTED COMMUNITY COLLEGES

COUNT ROW % COLUMN % TOTAL %	NO DECLINE	SLIGHT DECLINE	SHARP DECLINE	ROW TOTAL
ECONOMIC UPSWING PERCEIVED	36 56.3 70.6 36.7	22 34.4 59.5 22.4	6 9.4 60.0 6.1	64 65.3
NO UPSWING PERCEIVED	15 44.1 29.4 15.3	15 44.1 40.5 15.3	4 11.8 40.0 4.1	34 40.0
COLUMN TOTAL	51 52.0	37 37.8	10 10.2	98 100.0

CHI SQUARE = 1.31051 WITH 2 DEGREES OF FREEDOM SIGNIFICANCE = 0.5193

CRAMER'S V = 0.11564

CONTINGENCY COEFFICIENT = 0.11487

NUMBER OF MISSING OBSERVATIONS = 9

CROSSTABULATION OF ECONOMIC INDICATORS
BY DECLINE IN JOB SLOTS

COUNT ROW% COLUMN% TOTAL %	NO WAGE CHANGE	LOWER WAGE CHANGE	HIGHER WAGE CHANGE	ROW TOTAL
NO CHANGE IN JOB QUALITY	44 62.0 83.0 45.8	3 4.2 42.9 3.1	24 33.8 66.7 25.0	71 74.0
LESS MEANINGFUL WORK	5 55.6 9.4 5.2	44 44.4 57.1 4.2	0 0.0 0.0 0.0	9 9.4
MORE MEANINGFUL WORK	4 25.0 7.5 4.2	0 0.0 0.0 0.0	12 75.0 33.3 12.5	16 16.7
COLUMN TOTAL TOTAL	53 53.2	7 7.3	36 37.5	96 100.0

CHI SQUARE = 31.98630 WITH 4 DEGREES OF FREEDOM SIGNIFICANCE = 0.0000

CRAMER'S V = 0.40816

CONTINGENCY COEFFICIENT = 0.49992

NUMBER OF MISSING OBSERVATIONS = 11

CROSSTABULATION OF QUALITY IN JOB CHANGE
BY CHANGE IN WAGES

COUNT / ROW % / COLUMN % / TOTAL %	NEW ENGLAND	MID-ATLANTIC	EAST NORTH CENTRAL	WEST NORTH CENTRAL	SOUTH ATLANTIC	EAST SOUTH CENTRAL	WEST SOUTH CENTRAL	MOUNTAIN	PACIFIC	ROW TOTAL
NO DECLINE	2 3.8 40.0 2.0	7 13.2 13.2 6.9	4 7.5 36.2 4.0	6 11.3 54.5 5.9	10 18.9 41.7 9.9	10 18.9 58.6 9.9	3 5.7 50.0 3.0	1 1.9 50.0 1.0	10 18.9 71.4 9.9	53 52.5
SLIGHT DECLINE	3 8.1 60.0 3.0	2 5.4 20.0 2.0	5 13.5 45.5 5.0	4 10.8 36.4 4.0	10 27.0 41.7 9.9	10 18.9 33.3 5.9	3 5.7 50.0 3.0	1 1.9 50.0 1.0	10 18.9 21.4 3.0	37 36.6
SHARP DECLINE	0 0.0 0.0 0.0	1 9.1 10.0 1.0	2 18.2 18.2 2.0	1 9.1 9.1 1.0	4 36.4 16.7 4.0	2 18.2 11.1 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 7.1 1.0	11 10.9
COLUMN TOTAL	5 5.0	10 9.9	11 10.9	11 10.9	24 23.8	18 17.8	6 5.9	2 2.0	14 13.9	101 100.0

CHI SQUARE = 8.95793 WITH 16 DEGREES OF FREEDOM SIGNIFICANCE = 0.9151

CRAMER's V = 0.21059

CONTINGENCY COEFFICIENT = 0.28542

NUMBER OF MISSING OBSERVATIONS = 6

CROSSTABULATION OF DECLINE IN JOB SLOTS BY GEOGRAPHIC REGION

APPENDIX A, MTWE, ITEM 8

SURVEY INSTRUMENT FOR RESEARCH ON EMPLOYER INTEREST IN PART-TIME EMPLOYMENT OF TIDEWATER COMMUNITY COLLEGE STUDENTS

84

EMPLOYER QUESTIONNAIRE

Directions: Please complete each question with the appropriate information or check in the space provided.

1. Name of Company _____

_____

2. Address _____

_____

3. Nature of Business _____

_____

- ☐ Agriculture, Forestry, Fishing
- ☐ Construction
- ☐ Manufacturing
- ☐ Transportation, Communications, Utilities
- ☐ Retail and Wholesale Trade
- ☐ Financial, Insurance, and Real Estate
- ☐ Services
- ☐ Government
  - ☐ City ☐ County ☐ State ☐ U. S.

4. Name of person completing questionnaire _____

5. Title _____ Telephone _____

6. Do you currently have part-time workers employed at your company?

☐ Yes ☐ No

7. If your answer is yes, in what job classification? _____

_____

8. If your answer to question six is yes, please check the box which indicates where you get your supply of part-time help.

- ☐ High School Distributive Education Programs
- ☐ Tidewater Community College Cooperative Education
- ☐ Tidewater Community College Coordinated Internships
- ☐ Norfolk State College Cooperative Education
- ☐ Virginia Weslyan College
- ☐ Old Dominion University
- ☐ Virginia Employment Commission
- ☐ National Association of Businessmen
- ☐ Southeast Tidewater Opportunity Program (S.T.O.P.)
- ☐ Walk-In
- ☐ Other. Explain _____

9. How many part-time workers who are also students do you currently employ?

☐ number high school ☐ number college

10. Please check the proper categories for the students you currently employ:

Number of high school students:

- ☐ Black Male
- ☐ Black Female
- ☐ Hispanic Male
- ☐ Hispanic Female
- ☐ White Male
- ☐ White Female

Number of college students:

- ☐ Black Male
- ☐ Black Female
- ☐ Hispanic Male
- ☐ Hispanic Female
- ☐ White Male
- ☐ White Female

☐ Numb f Veterans

☐ Number of Handicapped Workers

11. Please check if you would be willing to hire students part-time who fit the categories below:

☐ Minority Male

☐ Minority Female

☐ Veteran Male

☐ Veteran Female

☐ Handicapped Male

☐ Handicapped Female

12. Do the above part-time worker earn academic credit for the job experience you supply?

☐ Yes ☐ No

13. Do the above part-time workers earn an hourly wage from you while at your corporation?

☐ Yes ☐ No

14. If your answer is No, please explain.

_____

_____

15. If you do not currently employ part-time workers from local high schools and colleges, have you employed them in the past?

☐ Yes High School ☐ No High School

☐ Yes College ☐ No College

16. Please list years _____

_____

17. Why was this program terminated? _____

_____

_____

If you do not currently employ part-time workers from local high schools and colleges, would you consider them in the future?

☐ Yes High School ☐ No High School

☐ Yes College ☐ No College

19. Please name the contact person in your corporation whom a job developer might call.

_____ Name

_____ Title

_____ Address

_____ Phone

20. If you did not employ part-time students in 1975-76, was this because of the recent recession?

☐ Yes ☐ No

21. If the answer is yes, would an upswing in the economy allow you to accept part-time workers from high schools or colleges in 1976-77?

☐ Yes ☐ No

22. Has your firm seen indications of an economic upswing in 1st quarter 1976

☐ Yes ☐ No

23. Do you want a copy of the results of this survey?

☐ Yes ☐ No

24. Please add any comments you think would be pertinent.

APPENDIX A, MTWE, ITEM 9

LETTER OF INTRODUCTION

Research on Employer Interest in Part-Time
Employment of Tidewater Community College
Students

TIDEWATER COMMUNITY COLLEGE VIRGINIA BEACH, VIRGINIA 23451
VIRGINIA BEACH CAMPUS 428-0055

Dear

Beginning March 20, 1976, the Mobility Through Work Experience Project of Tidewater Community College, Virginia Beach, Virginia, under a grant from the Office of Education, Department of Health, Education, and Welfare, will be conducting a survey of Norfolk/Portsmouth, Virginia Beach, and Chesapeake employers. This survey is intended to:

1. Determine the opportunities for placing women, minorities, veterans, and handicapped students in structured work experiences in occupational fields which will allow them opportunity for upward mobility.

2. Determine if there is a need in the employment community for a supply of minority, women, veteran, and handicapped students screened and supervised by Tidewater Community College to assist employers in implementing Affirmative Action Goals.

To our knowledge, this is the first time that a survey specifically designed to identify occupational opportunities for affirmative action sub-group populations has been undertaken in the Tidewater area. We, therefore, solicit your cooperation in making this much needed research a meaningful and successful venture.

By completing the enclosed questionnaire and returning same to us in the self-addressed stamp envelope, you will be providing us with pertinent information that is vital to the conduct of this survey and potentially contributory to the development of a valuable source of man and woman power for your organization. It would be appreciated if you would return the questionnaire at your earliest convenience but no later than May 1, 1976.

The information you provide on the enclosed questionnaire will be held in the strictest confidence and used only in an anonymous summary form as a basis for statistical analysis, and in no way will you be further obligated.

Please accept our thanks for your cooperation in this important project.

Sincerely,

Constance F. Witte

Constance F. Witte
Project Coordinator
Mobility Through Work Experience

CFW/mag

Enclosures

APPENDIX A, MTWE, ITEM 10

SURVEY INSTRUMENT

Research on the Impact of the Mobility Through Work Experience Project on the Attitudes and Goals of Student Participants

1. Do you feel you benefited from participation in the program?

Yes_____ No_____

Comments: (These are listed according to the race, sex, veteran, handicapped status of the participants.)

W = White
B = Black
P = Philipino
F = Female
M = Male
V = Veteran
H = Handicapped

For example: WMH = White, Male, Handicapped.

2. Did your involvement in the program change your career goals?

Yes_____ No_____

If yes:

From_____

To_____

3. Did your participation in the program make it easier for you to find employment?

Yes_____ No_____

4. Were you able to find a job in the field of your choice upon completion of the program?

Yes_____ No_____

APPENDIX A, MTWE, ITEM 11

Research on the Impact of the Mobility Through Work Experience Project on Attitudes and Goals of Student Participants - Comments by Respondents

White Male Handicapped:

At the completion of the program I won a scholarship to assessor's school. I hope to have a job in the assessor's office soon.

White Male Veteran:

I did not complete the program but I was able to find two jobs without much effort..

Black Female:

It was fortunate for me that I got a job in sales in a department store which was being directed to hire more Blacks and women. I would not have known this fact if I had not been in the MTWE Project. It was sort of like being in the right place at the right time.

White Male Veteran:

I am still finishing my course in business administration and am not employed, but being in the MTWE Project was a help to me. Coming out of the Army after twenty years, I was not sure what I would like to do. In the project I learned to do research for my employer. This taught me many things about library and office procedures. When I finish college I hope I can do research in a local firm.

White Male Veteran:

What I like about being in this kind of cooperative program is that I have to work while I am going to school. With the MTWE Project the work is related to what I am studying. That is a lot easier than studying one thing and working at another.

Black Female:

Getting in the program helped me learn how to get along with people because I met a lot more. That helps me in my secretarial job now.

White Male Veteran:

I am retired Navy and used to working, but for a young student who has had no work experience to be able to go to work and school at the same time there is a lot to be learned.

White Female:

I could not believe it when I walked in and the staff found me a job. What a morale booster.

Black Female:

Being in the MTWE Project caused me to change from Data Processing to Business Management because the people at the bank where I work encouraged me to think about a management career in banking.

Black Female:

The MTWE Project really did not help me. I wanted to get in the project because I thought the college experience would convince my employer that I could change from toxicology technician to office management. Now I see that they want me to stay where I am no matter how much training I get.

White Female Handicapped:

I could not complete the program because of personal problems, but my short experience did convince me that I could re-enter the work force after many years of being out.

*Additional student comments can be found in the body of this report.